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ABSTRACT
This literature review on the preparation of professional adult educators attempts to cover the leading areas of discussion and research as well as some of the more interesting conclusions reported. Six major preoccupations of research are outlined, followed by two chapters on adult education as a discipline and a profession, patterns of adult educational leadership, levels and categories of adult educators, and their learning needs. Chapter 4 covers the growth of graduate education in adult education, numbers of doctorates granted during the period 1935-69, theoretical models for the doctorate, learning objectives, program content, procedures and criteria for evaluating graduate study, and provisions for field work and inservice training. Conclusions touch on such aspects as the status (firmly established) of adult education as an academic field, the nature of professional education (essentially graduate and postvocational), and the need for research on roles and functions, evaluation of training program outcomes, and the development of suitable measurement instruments. The document includes a 118-item bibliography, instructions for ordering from ERIC, and a list of ERIC/AE publications. (LY)

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THE PREPARATION OF ADULT EDUCATORS

A Selected Review of the Literature Produced in North America

By

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AA 000 588

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ROGER DeCROW, DIRECTOR / STANLEY M. GRABOWSKI, ASSISTANT DIRECTOR

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August 1970

THE ADULT EDUCATION ASSOCIATION OF THE USA

A national organization for individuals as well as institutions dedicated to the development of unity of purpose in the adult educational movement; the production of available knowledge about adult education for the membership; the continuous effort to alert the nation's key leaders and the general public to the need for continuing education; the establishment of a home base for those who make adult education their chosen life's work.

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FOREWORD

Recognition of adult education as the curative solution to many social problems and its new role as a major instrument of national policy have hastened the already rapid growth of this emergent profession and field of study. No problem is more severe than the need to augment and upgrade the work force providing programs of education and training to millions of American adults each year. No one quite knows the dimensions of the problem, for, as Professor Verner notes, most of this work is done by hosts of volunteers and large transient groups of teachers and leaders pressed into part-time duty. Few of these volunteer and part-time workers ever receive any training specific to the task of educating adults. Their efforts are organized and directed by a miniscule cadre of full-time professional adult educators.

Therefore, the training of this core of professional adult educators is of critical importance and a considerable body of research and development literature exists, ranging from rumination and argumentation to quite meaningful research. Professor Verner and his colleagues at the University of British Columbia provide in this review an outline of the development of graduate training in America, a commentary on and digest of key findings, and a guide to the documents for those who need to study this movement in more detail.

Hardly anyone is better able to see adult education graduate training in perspective since Coolie has long been involved in this movement both in the United States and in Canada, and, among the small band of Professors of Adult Education to whom we owe much for development of our field, he has always seemed to me one of the most analytical and creative. We are grateful to him and his colleagues and to the Adult Education Association for making it widely available.

Roger DeCrow, Director
ERIC Clearinghouse/
Adult Education

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CHAPTER ONE

INTRODUCTION

The evolution of a society is marked by the occurrence of specific needs that must be satisfied if a society is to survive and grow. These needs and their satisfaction create special tasks that must be performed by some members of the society. At first, the required work is done by volunteers but as the need persists, those who do the necessary work become specialists and this in turn, leads to the training of new members to perform the tasks.

The need for continuous learning has existed in every society and the provision of opportunities for learning has been managed largely by volunteers. In recent times, the complex, rapidly changing nature of modern life has made continuous learning a pressing social need and adult education has become a social movement to take care of that need. In some instances, the answer to this need for learning has become so systematized that some members of society are engaged in adult education as a primary occupation although volunteers still constitute the major resource for leadership. The rapidly increasing demand for professionally prepared adult educators and the increasing body of knowledge about providing opportunities for learning have culminated in the need for specialized programs to educate adult educators.

In response to the growing demand for personnel to perform the adult education function, systematic instructional programs have been developed for the preparation of those for whom adult education is a primary occupation as well as less intensive activities to train the part-time and volunteer workers in the field. Although the development of university curricula in adult education has occurred in the first quarter of the present century, the need for training was recognized and voiced a century earlier by Dr. Thomas Pole in his history of adult schools which is the first book about adult education. In the intervening century, efforts to provide training for adult educators were scanty and sporadic because of the somewhat unusual character of adult education as a field of human activity and because the education of adults was not thought to differ from education provided children.

THE LITERATURE

There is a growing body of literature on the need for and provision of education about educating adults. Not all of this material is noted in this review but that selected for inclusion is representative of the divergent points of view that have been expressed. Critical thinking as well as research about educating adult educators were systematically developed long after adult education had achieved recognition both as a broad social movement and as an area for systematic study at the university level. One of the earliest systematic analyses of the question of education for leadership in the field was that by Hallenbeck (43).

An overview of the many contributions that relate to theoretical and philosophical issues about education for adult education reveals six major pre-occupations:

1. What is the nature of the field of adult education?
2. What are the criteria of a profession and does adult education qualify as a profession?
3. Is the study of adult education a valid academic discipline?
4. What are the major objectives of a professional training program?
5. What is the content of adult education as an area of graduate study?
6. What should theoretical models of professional training look like?

The research studies, although few in number, have covered a broad spectrum of the subject. For example: Dickerman (32, 33) studied the introductory university course in adult education as did Dillon and Cologne (35); Robinson (95) identified criteria for the education of adult educators among four professional groups; White (117) studied the similarity of training interests; Aker (2) developed a set of behavioral criteria for evaluating adult education graduate programs; Chamberlain (20) identified the competencies required of adult educators; Allen (4) studied the development of professionalism in adult education; and Booth (10, 11), McMahon (83), and Knox (72) studied the role of internships in the training of adult educators. Some research has been conducted with specific groups of individuals performing adult education functions as part of a full-time role in another capacity in an institution. Most of this research has been done in the Cooperative Extension Service and some most recently with respect to adult basic education.

For the most part, these studies have made useful contributions to the question of professional education in adult education. Several of them show deficiencies with respect to research design and methodology which derive principally from such things as the inadequacies of sampling, the lack of internal and external validity control, and the inappropriateness of statistical analysis. These

deficiencies are not unusual at such an early stage of development. The existence of research on the subject bears witness to the growing concern for quality and appropriateness in the development of education about adult education. Since there is considerable unanimity about some of the problems and issues related to graduate study in adult education, the purpose of this review is to indicate major areas of discussion and research as well as some of the more interesting conclusions reported. This is in no way a definitive listing and analysis of relevant material.

CHAPTER TWO

THE NATURE OF ADULT EDUCATION

The term *adult education* was introduced in 1814 by Dr. Thomas Pole to designate a particular human activity which involved the need for continuous learning by adults and the provision of opportunities to acquire such learning. At present, the term *adult education* also designates the systematic study of the provision of opportunities for learning for adults; consequently, it identifies a field of social practice and the scientific study of that field at one and the same time.

THE FIELD OF ADULT EDUCATION

Aker (2) noted that despite differences in range and perspective, there is general agreement among those who have discussed the matter, that adult education includes four basic concepts:

1. Adult education is systematic in that it involves a series of planned, purposeful, educative experiences and does not relate to chance learning.

2. It involves an active pursuit of learning by a learner which leads to the satisfactory achievement of identified goals and objectives.

3. It excludes formal schooling when that activity is the primary concern of the learner.

4. It has an ethic which stems from the ideology or philosophical values of the society in which it occurs.

Thus adult education involves *systematic learning* by an *active adult learner* within a *normative social environment*. There is one significant element missing in this analysis by Aker and that is the *adult educator* or the *agent* responsible for supplying systematic direction to the achievement of learning. Verner (114) has added the agent in his definition:

> Adult education is a relationship between an educational agent and a learner in which the agent selects, arranges, and continuously directs a sequence of progressive tasks that provide systematic experiences to achieve learning for those whose participation in such activities is subsidiary and supplemental to a primary productive role in society.

The shift in emphasis is, in fact, a double one: the agent comes to the forefront and the ethic is moved to the background or is submerged under the surface of social productivity. The behavioral criteria developed by Aker (2) are directed at what the adult educator does, what he knows, how he interacts, and the attitudes he possesses or ought to possess. Thus, this shift in emphasis to the agent is a sign of the growing awareness of an academic and professional identity for adult educators. This identity sets the stage for the development of professional education programs to produce adult educators.

ADULT EDUCATION AS A DISCIPLINE

The history of most established academic disciplines shows that they were first an area of interest or practice that gradually acquired the characteristics now associated with an accepted discipline.

An academic discipline is defined as a "body of systematic knowledge founded in theory and research". Jensen (63) applied this concept to the field of education and concluded that it is:

1. A factual or *descriptive discipline* which investigates how psychological factors influence human behavior and how sociological factors govern it;

2. A *normative discipline* which identifies what education as systematic teaching and learning ought to be: "The truth of the matter is that we always educate in some direction;... In this we have no choice; but we do have choice as to the kind of behavior we believe we should develop. We can make these choices consciously and intelligently in the sense that we are aware of the ways by which we arrive at them."

3. An *art*, a *practice*, an *engineering*, the disciplined aspect of which is the organization of bio-psycho-sociological elements of the human environment in keeping with the requirements laid down by the descriptive phases of the discipline.

When Jensen applies his analysis to adu't education, it becomes a discipline from the moment that:

1. It develops a body of knowledge derived from research about the unique topics of adult learning, adult motivation to learn, the evaluation of adult learning, the dynamics of the learning group, the micro- and macro-organizational aspects of the adult milieu, and the history of adult education as a social movement, to list but a few aspects of knowledge that pertain to adult education alone.

2. It builds its own ethic by the systematic analysis of adult learning in past and present societies so that criteria of rational action and adequate policies can be developed into an integrated philosophy of adult education.

3. It develops unique patterns for the organization and management of the learning process applied to adults.

By the nature of the material with which it deals, adult education depends heavily upon substantive knowledge developed by

related disciplines such as psychology, sociology, and anthropology. Douglah and Moss (36) note that:

> ...over and above this there is a unique area of study, a core of knowledge and investigation that is not subsumed under other disciplines...this unique area includes such things as: the history and philosophy of adult education, the study of how adults learn, and the investigation of factors which facilitate or impede the learning process; the study of the motivational factors which prompt an adult to seek out educational opportunities, the investigation of the area of instruction....

Jensen (63) identified two alternate ways of developing a unique body of knowledge:

1. By formulating principles and generalizations from previous experiences which would provide "guides for future practice."

2. By borrowing knowledge from other disciplines and, when needed, reformulating it so as to apply it on the dependent or operational indices of adult education.

It should be noted, that earlier statements by Houle (44) and Verner (115) made the same points in fairly similar terms. Borrowing knowledge constitutes only one aspect of the relationship between the emerging discipline of adult education and the related disciplines which have been established longer. In addition to the specific pertinent content, adult education also borrows the research methodologies developed elsewhere that are applicable to specific problems related to adult learning. This process is apt to occur automatically since many professors of adult education were educated initially in one or another of the social science disciplines.

Adult education is not yet a full-fledged discipline in its own right because there are still many aspects of adult learning and instruction that have not yet been investigated sufficiently to warrant that designation. Liveright (79) suggests that at this stage the most

relevant designation is that of an "emerging discipline" as it has established a sufficient corps of knowledge to justify the development of the kinds of educational programs for adult educators which are necessary to undergird any profession.

ADULT EDUCATION AS A PROFESSION

A tedious and somewhat futile subject of concern expressed in the literature is the question as to whether or not adult education is a profession. Liveright (79) has made the most detailed analysis of the question and notes that the basic criteria of a recognized profession include:

1. the existence of a recognized code of ethics.
2. techniques of operation based upon some general principles.
3. control over the professional behavior of members.

Allen (4) conducted a study of the professionalization of adult education by making a content analysis of the professional literature at five year intervals between 1928 and 1958. He was able to quantify the evolution of content material related to fifteen categories of professionalism which he identified as follows:

A profession -

1. serves a socially valuable and highly acceptable function which deals with matters of vital importance to the client.

2. organizes its members into an association which tests competence, maintains standards, establishes training opportunities and thereby gains societal recognition and status for the profession.

3. is based upon a complex, systematic body of theoretical knowledge.

4. possesses a technique which is used in carrying out its function, and which cannot be readily understood nor practiced by the general public.

5. produces a code of ethics which protects the interests of the client, the general public and the professional practititoner and is enforced by the professional association.

6. is composed of members who have gained expertise in the profession's body of knowledge and technique by means of long, formal, intellectual training in a college or university.

7. exercises control over the quality of its members and their practice by means of entrance requirements and minimum standards of training, and, in return for obedience to these standards, offers colleague-group protection to the individual practitioner.

8. in collaboration with state officials sets up legal control of certification or licensing.

9. is composed of practitioners who are autonomous (self-directing) in their actions.

10. performs its function in such a manner that the interests of the clients and society are placed above and before the personal interests of the practitioner.

11. is recognized by the general public and other professionals as an occupation of high status.

12. is made up of people who are committed to the occupation as a career.

13. tends to divide its function into different specialties.

14. is a full-time occupation which gives sufficient remuneration for the practitioner to maintain a livelihood.

15. adopts a common, special language which can only be fully understood by the practitioner.

In brief, these are the criteria of *social function, professional organization, systematic body of knowledge, specific technique, code of ethics, training, professional control, state or legal control, autonomous exercise, client-centeredness, recognized status, career commitment, subspecialization, remuneration, and special language.*

As a result of his analysis, Allen (4) concludes that adult education is a developing profession in that seven (numbers 2,3,6,9, 10,13, and 15) of the categories could be judged to be present. This means that some of the more critical items present in professionalism such as social function, code of ethics, social status, and professional or state control, were not shown to be met in the professional literature.

Thus, it is clear that while adult education is not now a profession the trend is definitely in that direction. This trend is supported also by Houle's (56) study of the growth in the number of individuals receiving the doctorate in adult education since that degree is normally considered to be the hallmark of a professional in a field. Houle himself did not apply the term profession but noted: "the term *professional education* is used here chiefly for the sake of brevity. What is actually meant is *the advanced education of persons who have a primary concern for adult education and basic career expectations in that field.* The English language apparently does not contain any word which comes closer to the description of present reality than *professional,* and the connotations of the term imply important ideals to be sought.

Liveright (79) cites McGlothlin's distinction between those professions which focus mainly on people by offering a direct service to them as is the case with patients, students, or clients in medicine, education, and law. Those professions with a relationship of this order are identified by McGlothlin as *helping professions.* Some other professions deal more directly with objects without necessarily aiming at direct personal contact and these are the *facilitating professions.* Liveright concludes his analysis by noting: *"As an emerging profession, adult education falls into the category of a helping rather than a facilitating profession."*

For a number of people this distinction does not really solve the basic problem. Blakely (9) states that the basic issue of adult education is the awareness of learning at the point of

decision for all adults in need of vital answers to vital problems. The traditional professions do not provide help in this vital sense and Blakely notes that: "The needy are those whom we least know how to teach and who least know how to learn." The gap between those that are economically and culturally advantaged and those who are disadvantaged is constantly widening in North America as well as elsewhere. Thus, Blakely feels that although adult education may be moving toward similarity with other professions he sees"... no evidence that it is developing into the kind of profession that it, and only it, could be."

The professionalization of adult education is steadily increasing in the eyes of most observers (4,8,9,43,79,86). At present, this process is strongest among that small but powerful group of leaders who are committed to and trained for adult education as an occupation and as a career. The question as to whether it ought or could achieve fully accepted status as a profession is the object of an as yet unresolved debate. Certainly those individuals in adult education who, by virtue of preparation, commitment, and employment, have a primary responsibility for the field could be adjudged to be its professional core but there is also the dedicated mass of volunteer and part-time leadership with and without some specialized education or training who are not professionals. Few if any professions or fields of practice have quite the same kind of leadership distribution nor face quite the same problems of identification and self-image.

CHAPTER THREE

LEADERSHIP FOR ADULT EDUCATION

As a field of social practice, adult education has developed within a variety of existing social institutions - often without a distinctive and visible status or place. Consequently, a number of salient characteristics have evolved around adult education that shape its leadership and thereby the form and content of educational programs to develop leadership. These characteristics are summarized as follows:-

1. Adult education originated as an activity promoted and provided by concerned amateurs for voluntary participants and it is still a field of social practice dominated by part-time or volunteer leadership for mainly part-time participants.

2. Although institutions have been established from time to time specifically to educate adults, these have not survived long or become firmly entrenched in the on going institutional structure of society.

3. Because it is directly related to the primary function of most social institutions, adult education permeates the activities of every social institution so that it has not become centered in any single one.

4. Although adult education has become firmly entrenched as a significant aspect of the social role of some institutions it is always a secondary rather than a primary activity of such institutions and consequently a marginal activity subject to the vagaries which such marginality imposes.

5. Although marginality is often disadvantageous it also permits greater freedom for experimentation and innovation than that normally possible within the structure of many institutions.

6. In those institutions in which adult education is recognized as a significant albeit marginal function, leadership for the adult education role is usually derived from among those performing the primary role of the institution rather than from those trained in adult education.

7. The primary role of the institution is usually the only line open for career advancement; consequently those performing the marginal adult education functions of the institution have usually received their basic training and experience in those activities encompassed by the primary function of the institution by which they are employed.

8. In some social institutions the adult education function is developing so that another line of career advancement is emerging which encourages individuals to pursue advanced professional study in adult education.

PATTERNS OF LEADERSHIP

These salient characteristics of the field shape the patterns of leadership found to be characteristic of adult education as an activity in society. Most occupations have clear lines of

career development which identify the role of individuals in leadership positions and help to proscribe the preparatory education and training essential to entry into the occupation. This is not the case in adult education which started with amateur volunteer leadership but developed highly skilled professional leadership in due course while retaining volunteer leadership at the same time. This has created considerable confusion in the identification and designation of the actual pattern of leadership found in adult education. Fortunately, Houle (48) has analyzed this problem and produced a succinct and functional typology of leadership as follows:

> Insofar as a pattern may be discerned amid the bewildering variety of forms of leadership in adult education, it takes the general shape of a pyramid. This pyramid is divided horizontally into three levels which are essentially different, although at their edges they blend into one another, so that no sharp lines can be drawn to differentiate them. Let us look first at the whole pyramid and then turn back to examine each of its three levels.
>
> At the base of the pyramid is the largest group of people, those who serve as volunteers. Their number is legion and their influence is enormous. There is no brief way to indicate the scope and diversity of volunteer leadership.
>
> At the intermediate level of the pyramid is a smaller group of persons who, as part of their paid employment, combine adult educational functions with the other duties which they perform. They include:= general staff members in public libraries, museums, and settlement houses; school, college, and university faculty members who teach both young people and adults; educational officers in the armed services; personnel workers in government and industry; and persons employed in mass media of communication.

> At the apex of the pyramid is the smallest group. It is composed of specialists who have a primary concern for adult education and basic career expectations in that field. They include: those who direct the adult educational activities of public schools, universities, libraries, museums, social settlements, prisons, and other institutions; professors of adult education and others who provide training; those who concentrate on adult education and others who provide training; those who concentrate on adult education on the staffs of voluntary associations or agencies concerned with health, safety, or other special interests; directors of training in government, industry, or labor unions; and most of the staff of the Cooperative Extension Service."

WHO ARE ADULT EDUCATORS

The patterns of leadership described by Houle indicate that only a very small number of those involved in providing direction and guidance to the field can be classified as professional adult educators. Because of the nature of the field and the patterns of leadership it is not possible to provide a clear and precise description of an adult educator. (30)

A number of studies have been conducted which describe the characteristics of adult educators employed in several different institutions or performing a variety of roles (101). Robinson (94, 95) studied "professional adult educators" in one geographic area and reported that they tended to have a common background of experience and a fairly common educational background. Most of those studied were eager for course work in adult education even though they felt that such courses were relatively unimportant.

Leathers (78) studied adult educators working as conference coordinators in Continuing Education Centres supported by the W.K. Kellogg Foundation. He reported that they were generally young(35 years of age), had a bachelors degree, worked less than three years in their position, and had had some previous experience in education but no experience or training in adult education. This group indicated that their career aspirations were directed toward adult education. In the conception of role they listed education first even though their role performance placed the educational function last. This study tends to illustrate the point that many professional adult educators have developed an interest in and commitment to the field after some experience in the role of adult educator (24).

Those individuals holding a doctoral degree in adult education might properly be considered to be the truly professional coterie of the field. In his study of this group, Adams (1) found them to be Protestant, married, 46 to 50 years of age, middle class, liberal in politics, employed in adult education from 16 to 20 years and mostly in university positions. For this group, advanced education tended to come later in life with the masters or first professional degree acquired between the ages of 20 and 30 but the doctorate in adult education between the ages of 36 and 40 years. In general, this group was satisfied with adult education as an occupation and very satisfied with it as an educational field. They tended to identify themselves more closely with the field of adult education than with the organization or institution by which they were employed. In most cases this group sought the development of adult education as a recognized profession and they approved the efforts to that end by University departments of adult education.

Houle's (58) study of the recipients of doctoral degrees describes part of the group that occupies the apex of his pyramid of leadership:-

Of the 578 persons studied, 358 (61.9 per cent) hold the Ph.D. degree and 220 (38.1 per cent)hold the Ed.D. degree. Four hundred and eighty-three (83.6 per cent) are men and 95 (16.4 per cent) are women. The oldest was born in 1889 and the youngest in 1940. Of the 479 people who responded to this question in the 1966 study, the average was 46.7 years.

Geographic Spread

People holding the doctorate at the end of 1965 lived in all but seven of the fifty three states and territories of the United States and in twenty-one foreign countries. The states with the largest number of doctorates were: California (53), New York (44), Michigan (38), Illinois (25), Indiana (22), Wisconsin (21), Florida (16), Ohio (15), District of Columbia (13), Missouri (12), Kansas (11), and Virginia (11). The other states and territories had fewer than ten, and Idaho, Maine, Nevada, New Hampshire, Rhode Island, Vermont, and the Virgin Islands had none at all.

Of the foreign countries, Canada (13) and India (10) were the only ones with substantial numbers of people with doctorates, then came Australia with four. The remaining twenty-four were scattered, one or two to a country.

Who Does What Where?

Since educators of adults (like doctors, social workers, architects, or persons in many other careers) work in a number of different settings, it was necessary in the 1966 study to make some general categorization of organizations so that the list would not grow unwieldy. The following list was finally evolved after a good deal of preliminary testing and revision. Each respondent was asked on the questionnaire to indicate the one statement which best described the organization for which he worked. It was recognized that some people might have more than one employer, but for present purposes of overall analysis it seemed best to identify the major institution served. The full statement of the categories and the number of respondents to each were as follows:-

College or university (including junior colleges and state cooperative extension services).	333
Federal or national government agency (such as the U.S. Office of Education, Peace Corps, or U.S. Department of State)	26
State or provincial government agency	12
Local publicly supported school system	40
Another local, area, or district government agency within a state or province (such as a county welfare department).	1
Industrial or commercial company	7
Labour union	1
Voluntary association (such as the American Medical Association: or a national, state or local church group)	25
Library	0
Special stimulative or coordinative agency in adult education (such as an adult education association, CSLEA, or a local adult education council)	1
Special stimulative or coordinative agency in other fields (such as UNESCO, or the Southern Regional Educational Board)	10
Private, non-profit educational organization (such as the Great Books Foundation)	9

The only study that may be considered to describe adult educators in general was that made by Brunner *et al* (17, 90). This was a study of the membership of the Adult Education Association which is the only general organization among numerous specialized organizations for adult educators. The population of this study included individuals at each level of Houle's pyramid who had sufficient identification of themselves as adult educators to join the organization. Brunner's findings can be summarized as follows:

Most full-time paid adult educators are male (68 per cent). Among volunteers, however, only 44 per cent are male. Thus adult education is developing as a career line for men, with women dominating its volunteer aspects. The median age of adult educators is 46.4 years with two-thirds between thirty-five and fifty-four years of age. Only 4 per cent are under thirty, which indicates that adult education is not a career line attractive to or holding much promise at present for young people seeking a lifetime professional affiliation. They are a highly educated group; 72 per cent have had a graduate education and, of this number, 18 per cent have a doctorate and 54 per cent have a master's degree or its equivalent. Those holding paid positions have more formal education; however, some 52 per cent of those not holding paid positions had a master's degree or its equivalent. Adult education is predominantly an urban phenomena with some 85 per cent of the adult educators living in a community of 25,000 or over.

LEARNING NEEDS

Most leaders in adult education have entered the field by accident consequently they have not experienced any preparatory education about adult education. As they become more deeply involved with the field, these leaders recognize a need for special training and education about educating adults. This awareness of the need for training has been perceived in some specialized aspects of adult education such as agricultural extension and adult basic education more than in others. (5,15,23,26,70,80,82,86,104,107,108).

Brooke (14) reported that 70 per cent of the adult basic education teachers of adults felt a serious lack of resources with 90 per cent indicating a great need for training. Davison (31) found that 85 per cent of the teachers would participate in training

programs if they were made available. The specialized areas in which further learning was desired included the principles of adult learning and instruction, the teaching of reading, and instruction in communications. The higher the educational level and the greater the experience in teaching, the greater the awareness of the need for learning about adult education.

Barnes and Hendrickson (7) studied thirty five adult basic education programs in fifteen states and found that the specific training needs of teachers of adult illiterates included the following:

1. Psychological and sociological peculiarities of adult illiterates.
2. Adult learning principles as they pertain to adult illiterates.
3. Psychology of the slow reader as applied to adult illiterates.
4. Group dynamics in the adult basic education classroom.
5. Human relations.
6. Identifying needs and immediate goals of the individual student.
7. Establishing attainable, measurable objectives.
8. Formulation of objectives around the individuals needs and goals.
9. Program evaluation.
10. Selection and evaluation of instructional materials.
11. Developing supplemental materials to meet individual needs.
12. Testing and the place of testing in the program.

The Cooperative Extension Service has done more than has any other segment of the field to identify the learning needs of extension agents. Numerous studies have analyzed both role conceptions and role performance of extension agents such as those by Job (66) and Morehouse (87). For the most part, these agents do not normally perceive of themselves as adult educators nor rank education as an important part of their role. In Ohio, however, McCormick (81) showed that some 80 per cent of the agents perceived of their role as adult education and Price (92) reported that the number was somewhat less. In both studies, newer agents tended to see the service role as more important than the educational role. Those agents who rated education high tended to select learning needs related to the performance of that role while those who perceived of their role as non-educational listed communication as the area of greatest learning need. Richert's (93) review of extension research summarizes the variety of different roles performed by an extension agent which helps to explain the variable perception of the adult educator role and the identification of learning needs not related specifically to that role.

Adult educators on the middle and bottom level of Houle's pyramid often perform several roles that are not necessarily related, consequently their perception of training needs will be influenced by their situation. For the adult education role they will share many of the same needs as are found among full-time adult educators.

White (117) identified the topics that were of common interest among a group of 100 adult education leaders from a variety of agencies that might serve as the basis for planning an in-service leadership training program. These common interests included:

1. To gain a better understanding of the basic needs which cause adults to participate in educational programs.

2. To gain a clearer insight into the changing interests of adults in vocations, religion, family, leisure time activities, health, and other areas of life.

3. To increase my ability to apply psychological principles to the selection of objectives.

4. To acquire techniques for relating our program more closely to the needs and interests of adults.

5. To acquire techniques for relating our program more closely to the general needs of the community.

6. To become more skillful in recognizing the community needs and resources that are important to adult education programs.

7. To develop a better understanding of the kinds of educational methods most suitable for mature people.

8. To develop a better understanding of the kinds of educational materials most suitable for mature people.

9. To become more familiar with procedures for "keeping up" with new developments and materials for adult education programs.

Although there are some methodological problems in White's study, it does suggest that there is a common core of interests in learning about adult education and that there is a common identity in the field in spite of the diversity in programs, institutions, and leadership. On this basis, then, it is possible to devise suitable educational programs applicable to all leaders in the field.

CHAPTER FOUR

EDUCATION AND TRAINING FOR ADULT EDUCATION

The typology of leadership in adult education developed by Houle (48) makes it clear that there are a variety of different academic levels required to educate leaders for adult education. The apex of Houle's pyramid includes those individuals employed full-time as adult educators with a career commitment to the field. This group is the clientele for advanced graduate study at university in the discipline of adult education and it is the group into which those with the doctorate in adult education properly belong even though very few members of this group now hold that degree.

At the second level of Houle's pyramid are those engaged in adult education on a part-time basis. This group needs much of the same kinds of learning appropriate for the hard core professional worker but at a different level of intensity. The necessary learning would probably be acquired through university courses, workshops, or in-service training programs.

At the base of the pyramid is the broad mass of indispensible volunteers. Their needs for learning about adult education are usually specific and practical. In most cases this will be acquired through in-service training programs conducted by those professionally educated in the field.

As Houle (48) notes:

> Some volunteer and part-time leaders become intrigued with their adult educational responsibilities and extend their range of knowledge and competence, thereby moving up in the pyramid. Also, while the content of the training program must be pitched at the appropriate level of each of the three groups, there are at least some common elements; certain fundamental principles must be drawn, for example, from the intensive training of the specialist to be included in the briefer training of the lay leader. Certain skills (such as the nature of group processes and the technique of leading a discussion) may also be common to all three.

GRADUATE EDUCATION IN ADULT EDUCATION

Professional education for full-time adult educators is provided by universities as a program of graduate study leading to master and doctoral degrees. Such graduate study has spread rather slowly among universities in North America. The history of graduate education in adult education has been reported by Houle (53) while Tough (110) has described the history of programs in Canadian Universities. Houle (58) notes:

> The doctorate in adult education first appeared on the academic scene in 1935 when Columbia University granted it to Wilbur Hallenbeck and William H. Stacy. By the end of that year, two other universities - Ohio and Chicago- had initiated their own doctoral programs. Later, particularly since World War II, other universities entered the field either by establishing a full-fledged program or by gradually building a sequence of study which culminated in the award of the doctorate.
>
> The first intensive effort to provide a coordinated program of graduate offerings had started at Teachers College, Columbia University in the years 1923-1926. Dean James E. Russell was active in the creation of the American Association of Adult Education, and Edward L. Thorndike, also of Columbia, carried on basic studies

> of adult learning and adult interest which established the psychological foundations of the field. Building on this strong faculty interest, Columbia created a new department of adult education in the summer of 1930, and in 1931-32 established curricula leading to advanced degrees in that field. John D. Willard, formerly Director of Cooperative Extension in Michigan and in Massachusetts, was made head of the department and was thus the first full-time professor of adult education in the country.
>
> Two other universities soon followed Columbia's example. In 1931 Ohio State University created a Department of Adult Education, the courses being taught by Jessie Allen Charters. The University of Chicago established its full-fledged program in 1935.

As the number of graduate programs increased, the need to disseminate information about where training in adult education was available was recognized. Houle (44) was the first to do so in articles published in 1941 and subsequent years.

The first systematic survey of university programs in adult education was made by Spence (102) who listed 39 institutions providing professional training during the academic year 1952-1953. Masters and doctors degrees in adult education were offered by 13 institutions. Another study made during the same academic year by Svenson (105,106) listed 53 institutions offering some kind of professional study in adult education with 12 of those reporting a "fully developed curriculum" including both masters and doctors degrees. Ten years later in 1963, Scates (99) reported that there was no increase in the number of institutions offering degree programs in adult education.

Surveys conducted during the past three years suggest that the number of institutions offering graduate programs in adult education has increased sharply during the past decade. Ingham (61) in 1967 and Ingham and Qazilbash (62) in 1968 surveyed 27 institutions

offering graduate study in adult education and found that 21 offered both a masters and a doctors degree, four offered only a masters degree, and two did not report the degrees offered. The Canadian Association for Adult Education (18) listed 22 institutions in the United States with masters and 18 with doctoral programs. Draper and Yadao (37) reported that seven universities in Canada offered a master's degree in 1969 while three of these also offered a doctoral program.

In addition to surveying the extent of graduate training in adult education, a few studies have been made respecting the development of specific programs. Baker (6) traced the history of the Bureau of Studies in Adult Education at Indiana University; Worcester (118) analysed the program offered at the University of Nebraska between 1960 and 1967. Ingham and Qazilbash (62) reported that in 1968 there were fifty-five full-time faculty members teaching adult education with an additional 82 individuals devoting part of their time to the academic program in adult education. Only four institutions reported more than three full-time faculty in adult education and the average number per university was 2.2 faculty. At the first meeting of the Commission of the Professors of Adult Education held in 1955 there were 18 professors present representing 15 universities with graduate programs. At the meeting of this group in 1969 there were over 100 present. The universities reported 1,561 students in adult education with 35 percent of these engaged in full-time study and 65 percent in part-time study. This distribution suggests that individuals are seeking professional education while employed full-time. In some cases they are holding positions in adult education and seek the appropriate learning for professional up-grading while others are occupying other positions and engage in the study of adult education to acquire professional qualifications.

THE DOCTORATE

The first doctoral degrees in adult education were granted in 1935 and by 1940 only six such degrees had been awarded. Since that date, there has been a slowly accelerating increase in the number of doctorates so that by 1969 the number of doctorates granted in that year exceeded the total number awarded prior to 1955(TABLE I).

TABLE I

NUMBER OF PEOPLE SECURING DOCTORATES BY YEAR

Date	Number of Degrees Awarded	% Change
1935-1939	6	
1940-1944	8	33.33
1945	2	- 75.00
1946	1	- 50.00
1947	2	100.00
1948	7	250.00
1949	10	42.86
1950	8	- 20.00
1951	12	50.00
1952	13	08.33
1953	7	- 46.15
1954	10	42.86
1955	15	50.00
1956	19	26.67
1957	21	10.53
1958	32	52.38
1959	36	12.50
1960	32	- 11.11
1961	43	34.38
1962	30	30.23
1963	47	56.67
1964	53	12.77
1965	67	26.42
1966	48	- 28.36
1967	49	2.08
1968	72	46.94
1969	102	41.67
	752	

Source: To 1967 - Houle (58)
1968 - Houle & Hall (59)
1969 - Houle & Hall (60)

For some time Professor Houle has been responsible for an unique and valuable inventory of recipients of the doctorate in adult education (51,52,54,55,57,59,60). In 1966, Houle and Buskey (56) studied 480 individuals who received the doctorate between 1935 and 1965. They reported that the average age of recipients had risen from 37.6 years in the first five year period to 42.2 years in 1965. This is considerably older than the age at which the doctorate is generally received and indicates that graduate education in adult education is usually acquired after an individual has entered the field rather than before as is the case in most disciplines.

Regulation (such as an official in a national, state or other governmental office who exercises legal and administrative controls)..... 9

General administration of a unit or organization of which adult education is a subordinate part (such as a president or dean of a university or college; the head of an industrial, governmental, or union organization or department; or superintendent of public schools).....64

Specific administration of an adult educational unit or program within a unit (such as the dean and staff members of a university extension division or an evening college; the director, assistant directors, county agents, or other administrative officers of an agricultural extension service; training director of an industrial corporation; or director of a public school adult education program).....170

Administration of other units (such as head of a university department of sociology; or elementary school principal)..... 41

Teaching of adult education as a field of study (such as a professor of adult education or extension education)..... 55

Teaching in content fields other than adult education (such as a professor of social work or sociology)..... 52

Research into the principles or practices of adult education..... 10

Research in other fields of study..... 9

Advisors or consultants on or stimulators of adult education (such as specialists on the staffs of health, welfare, and other agencies; specialists or state leaders; or private consultants)..... 38

Advisors or consultants on, or stimulators of, areas of study other than adult education (such as specialists in agronomy, plant pathology, or communications on the staff of an agricultural extension service).....11

Not gainfully employed (such as retired individuals or homemakers).....10

Other.....11

In interpreting the results of the question dealing with kinds of work performed, it must be recognized that the respondents indicated only their major type of employment. Some people undoubtedly combine two or more functions; thus researchers sometimes teach, and teachers sometimes do research. For present purposes of general description, however, it was thought better to ask for the dominant function than to ask the respondents to estimate time allocations or in other ways to show the full range of their responsibilities.

As indicated by this list, not all recipients of the doctorate in adult education remain in the field of adult education so that it would appear that graduate study in adult education has been found to be useful preparation for other fields and activities.

Although the highest level of professional education in adult education has been studied extensively, unfortunately there has been no comparable study of recipients of master's degree in adult education. The number of individuals who have received a master's degree in the discipline is infinitely larger than the

number of recipients of the doctorate. Many of those with a master's degree in adult education are in the group of professional leaders in the field while others are in the part-time category and a few remain as volunteers.

THEORETICAL MODELS FOR THE DOCTORATE

Graduate education in adult education has developed slowly out of the experiences in the field of those responsible for such programs. Until very recent times there have been few attempts to analyze systematically the form and content of such graduate education. Since the establishment of the Commission of the Professors of Adult Education in 1955, consideration of the nature of graduate study in adult education has become more pronounced and more systematic.

Knowles (71) has attempted to formulate a general theory of the doctorate. After noting the predictable consequences of neglecting to construct such a theory, he states that a theory of the doctorate will provide guidelines for the development of programmes which will:

1. result in a clear image of what the degree stands for;
2. provide a consistent basis for planning by students and faculty;
3. promote functional evaluation and program improvement; and
4. define areas of freedom for individualization.

Knowles (71) proposes three general theories which he identifies as A,B, and C. *Theory A* is a schema for study and training in which the major part of the program is established by the institution and is the same for every student. *Theory C*, on the other hand, proposes that the program of graduate study should be unstructured and shaped solely by the needs, interests, and abilities of the student.

In most respects, *Theories A* and *C* coincide with the "core" and "individual" concepts described by Boyd(13). *Theory B*, proposed by Knowles (71), is a compromise between *A* and *C* in that it combines a common core of content with free space for specialization in keeping with the student's interests or occupational objectives.

More important than the models is the strategy of program development outlined by Knowles (71) in four basic steps:

1. Analyze the functions required in the roles of
   a. educational generalist
   b. educational specialist
2. Determine the competencies required to perform the functions identified for each role.
3. Diagnose the learnings involved in each competency identified.
4. Formulate objectives in terms of behavioral changes to be achieved through the learnings.

To these four steps should be added

5. Construct a curriculum
6. Systematic evaluation leading to continuous revision of the program.

Knowles' differentiation between generalist and specialist is somewhat ambiguous as Boyd (13) notes:

> The generalist is frequently counterposed to the specialist. This is done because we are thinking about these types in terms of content...This is probably a legitimate way of conceiving the differentation but I believe it misses the crucial distinction. The distinction is a function of integration. The generalist has mastered the processes and has achieved the ability to integrate. He has learned to integrate the intrinsic natures of various content to see relationships and gestalten. This is...a different kind of specialization than most of us think of when we employ the term specialization. ...I can accept the goal of

> developing specialists in the conventional use of that term, for this is a reasonable goal to achieve. I have only hunches on how to help students become generalists, and I am not aware of any educator who has operationalized a graduate program to achieve this goal.

In his conceptualization of graduate study, Knowles (71) conceives of the concept of generalism as *general knowledge of basic elements* whereas the specialist area is functionally directed towards adult education as the *zone of application*. This clearly implies a fair degree of repetition or overlap between the two concepts, and while this does not invalidate the content of Knowles' schema it suggests the need for a different organization.

One example of a different organization is presented by Essert (38): " The curriculum is seen as three concentric circles of courses: core, augmentation, and specialization". This pattern does not indicate the specific objectives and competencies envisioned in the program but it replaces the generalist idea with a combination of the core of the discipline of adult education and the knowledge that other disciplines can contribute - or that can be "borrowed", to use Jensen's term.

A third approach was that proposed by Chamberlain (19,20) in which the curriculum is built on the competencies of adult educators identified with respect to concept, skill, and value related to individuals, groups, and the society. The competencies identified by Chamberlain are, in effect, behavioral objectives for programs of graduate study in adult education.

There is not a great divergence among the theories that underly the formation of graduate programs. Existing programs do not appear to relate to specific theories of training and explicit statements of the basic nature and scope of programs are still too rare although they are found in some cases. (12,22,38,75,85,91,112,118).

LEARNING OBJECTIVES

The basic goal of graduate study in adult education is to produce professional adult educators who can provide leadership to the field and contribute to the scholarly development of the discipline. Liveright (79) lists five characteristics of an adequately trained professional person as including:

1. Competence to practice his profession with sufficient knowledge and skill to satisfy the requirements.

2. Social understanding - placing the practice of adult education in the context of the society which supports it and developing a capacity for leadership in public affairs.

3. Philosophy and set of values which make possible effective practice.

4. Zest for continued study which will steadily increase knowledge and skill required by practice.

5. Enough competence in conducting or interpreting research to enable the practitioner to add to human knowledge through either discovery or the application of new truths.

Aker (2) used these five statements, in part, as a basis for categorizing a large number of objectives. In general, most statements of goals are in agreement with these statements by Liveright, but Essert (38) adds an additional dimension:

> It should be emphasized that what is aimed at for the full-time candidate in this program is a complete *experience* of working *as* an adult *at* his own education, under professional guidance, touching as fully as possible a range of learning methods and professional tasks, tackling research, in company with workers and leaders from the field itself.

The way in which these goals are realized will depend upon many forces and factors including the academic environment, the personalities of professors and students, and the underlying options

which are selected. In examining existing programs, Boyd (13) detects two basically different patterns: a *core* pattern and an *individual* pattern. The core pattern is content oriented in that it provides a set of courses and the "...investigation of areas of study". In this pattern, the student is a trainee who must develop a set of pre-determined competencies. Under the individual pattern each faculty member acts in a tutorial capacity to assist the "student to develop for himself an integrated program of study". Stanius (103), a graduate student, critices the "controlled apprenticeship" aspect of the core pattern and prefers the individual pattern since this will encourage students "to expand their awareness of their own potentialities" and it is a more efficient and effective use of time by faculty and students.

This conflict between core and individual patterns illustrates a dilemma facing graduate education in adult education in company with other disciplines. On the one hand, there is the belief in educational interaction that must permit an individual the space for personal freedom to learn; while on the other hand, the discipline faces the perrenial problem of transmitting knowledge in a spirit of objectivity and providing direction for innovative research to expand knowledge.

Chamberlain (19,20) identified forty-five competencies that describe the basic behavoral objectives of graduate study in adult education. These statements were ranked in order of importance by professional adult educators and by graduate students.

The adult educator:

1. Believes that there is potentiality for growth in most people.
2. Is imaginative in program development.
3. Can communicate effectively - speaks and writes well.
4. Has an understanding of the conditions under which adults are most likely to learn.
5. Is himself learning.
6. Is an effective group leader.

7. Knows himself - his values, his strengths and weaknesses.
8. Has an open mind - willing to accept others' ideas.
9. Has an understanding of what motivates adults to participate in programs.
10. Has a strong commitment to adult education.
11. Can organize and direct complex administrative activities.
12. Has developed a system of values about adult education.
13. Has an understanding of the structure of the community, its organization and groupings.
14. Believes that innovation and experiment are necessary to the development of the field.
15. Believes in freedom of thought and expression.
16. Has an understanding of the problems and principles of administration.
17. Can carry though procedures of evaluation of his programs.
18. Can organize learning situations.
19. Is capable of formulating the criteria for selecting teachers and lay leaders.
20. Believes he should develop and learn through life.
21. Believes that participants should help make program decisions.
22. Has an understanding of the processes involved in group or community change.
23. Is effective as a member of a group.
24. Believes in a responsive and responsible citizenry.
25. Can effectively deal with differences in people who come from a variety of backgrounds.
26. Can use the techniques of promotion and publicity effectively.
27. Has an understanding of the theories which relate to the method of adult education.
28. Has an understanding of the processes involved in attitudinal change.
29. Can apply democratic principles to everyday life.
30. Has confidence in his ability as an adult educator.
31. Has an understanding of the democratic process as applied to daily living.
32. Can apply generalizations to specific situations.
33. Desires to be a responsible leader of his profession.
34. Understands the changes in physiological, mental, and social development throughout the life span.
35. Has an understanding of the group process - the dynamics of group behavior.
36. Recognizes the existence of the developmental tasks of adulthood such as marriage, raising a family, preparation for retirement.
37. Believes in the effectiveness of group energy and group action.

38. Can plan and conduct research in matters relating to his field.
39. Can carry on self-directed study.
40. Understands the history and organization of adult education.
41. Can perform as a professional consultant and counselor.
42. Believes group methods of instruction have special relevance for adults.
43. Can use the mass media as an educational means.
44. Is competent in a particular discipline or field of study.
45. Believes that tested and accepted methods of carrying on programs of adult education are best.

THE EVALUATION OF GRADUATE STUDY

As yet there have been very few attempts to systematically evaluate graduate adult education programs. For the most part it is assumed that they are valuable because the field needs trained leadership and absorbs all of those produced by university programs. One of the most useful and valuable studies in this connection was that by Aker (2) who sought to establish criteria for evaluating graduate study in adult education. Aker organized his research in three steps:

1. A review of the literature of various professions in search of evaluation methodology.
2. The identification and classification of the behavioral objectives of graduate study in adult education and the selection of those most amenable to measurement by a panel of sixteen professors of adult education.
3. An opinion survey of graduate students and recipients of the doctorate in adult education to assess the importance of the selected objectives.

In phase two of his study, Aker ultimately established 18 separate categories contining a total of 223 behavioral objectives of graduate study. The panel of professors selected 23 of these as most useful, observable, and measureable.

The twenty-three objectives included the following items:

The adult educator:

1. Helps people control and adjust to change rather than maintain the status-quo.
2. Intelligently observes and listens to what is being said or done and uses this information in guiding his response.
3. Selects and uses teaching methods, materials, and resources that are appropriate in terms of the needs and abilities of the individual learners.
4. Helps his clientele acquire the ability for critical thinking.
5. Provides an atmosphere where adults are free to search through trial-and-error without fear of institutional or inter-personal threat.
6. Identifies potential leaders and helps them to develop their potentials and capacities.
7. Makes use of existing values, beliefs, customs, and attitudes as a starting point for educational activities.
8. Is actively involved in continuing study that will increase his professional competence.
9. Understands the role of adult education in society and is aware of the factors and forces that give rise to this function.
10. Actively shares, participates, and learns with the learners in the learning experiences.
11. Helps adults to actively set their own goals, and provides a variety of means and opportunities for intensive self-evaluation.
12. Identifies and interprets trends that have implications for adult education.
13. Has clearly defined his unique role as an adult educator and understands his responsibility in performing it.
14. Arranges learning experiences so that the learners can integrate theory and practice.
15. Is effective in building a teaching team among lay leaders and group members.
16. Uses the process of appraisal to evaluate programs and to help clarify and change objectives.
17. Is creative and imaginative in developing new programs, and believes that innovation and experiment are necessary for the expansion of adult education.
18. Makes use of the contributions of all group members through the utilization of individual talents and abilities.

19. Works with schools, teachers, parents, and pre-adults to assist them in developing the motivation, attitudes, understanding, and skills necessary for life-long learning.
20. Objectively presents contrasting points of view.
21. Assumes the initiative in developing a strong national perception of the importance and essentiality of continuing education.
22. Recognizes when the communication process is not functioning adequately or when it breaks down.
23. Identifies, critically evaluates, and discusses scholarly work by investigators in adult education and related fields.

When the graduate students were queried, the two most important items were evaluation (#16) and research analysis (#23). Six items were considered quite important - selection of method (#3), continuing study (#8), understanding the role of the adult educator (#9), helping adults set their own goals (#11), arranging learning experiences to integrate theory and practice (#14), and creative programming (#17). It is interesting to note that the two items judged most important were those that the present programs failed to achieve.

These items provide a basis for evaluating existing programs of graduate study as well as a set of measurable behavioral objectives that can serve for program planning. In much the same way, the competencies identified by Chamberlain (19,20) can be useful for planning and evaluation. The ten competencies which Chamberlain developed are not too different from those identified by Aker, although the degree of operationalism is perhaps greater in Aker's list. Chamberlain's list is as follows:

1. A belief that most people have potentiality for growth.
2. Imagination in program development.
3. Ability to communicate effectively in both speaking and writing.
4. Understanding of the conditions under which adults are most likely to learn.
5. Ability to keep on learning.

6. Effectiveness as a group leader.
7. Knowledge of his own values, strengths, and weaknesses.
8. Open-mindedness - i.e., willingness to accept others' ideas.
9. Understanding of what motivates adults to participate in programs.
10. Strong commitment to adult education.

If graduate study in adult education were more intimately integrated into adult education it might be possible to produce more functional evaluations of graduate study. Surprisingly few "internal" studies have been made that use adult education graduate students as experimental subjects. Only one such study has been found in which Menlo (84) measured the influence of an adult education course on self-concept and mental health attitudes. He found that self-concept was changed significantly in a positive direction as a result of the class experience. Because of the paucity or obscurity of similar studies there is little positive data upon which to make judgments about the effectiveness of graduate study in adult education.

PROGRAM CONTENT

Since adult education is an eclectic discipline that draws knowledge from all of the social sciences, it is difficult to specify the content of graduate programs. The Professors of Adult Education (64) made a major contribution in their efforts to outline some of the essential components of the discipline. It is safe to say that virtually every university has its own unique series of courses and that these very in terms of the education and experience of the responsible professor. Nevertheless, there appears to be a generalized list of subjects that compose the core of the discipline and this list is present in every university program in one form or another. Dillon and Cologne (35) found the common elements to include:

1. An introductory survey of the field
2. Methods and materials
3. Organization and Administration
4. Psychology of adult learning
5. Directed field experience
6. Seminar.

These general content areas are in agreement with the needs described earlier. The introductory survey of the field which appears to exist in every graduate program was studied in detail by Dickerman (33). He was able to analyze the primary content areas in the introductory course and to assess the amount of time devoted to each. (TABLE II).

TABLE II

Average Number and Range of Hours Devoted To Certain Areas of Content

Areas of Content	Av. No. & Range of Hrs. Given To This Area (22 Institutions Gave Data) In Courses of 25-36 Hrs.	In Courses of 45-72 Hrs.
a. Definition of adult education.	2 (Range: 1-4)	4 (Range: 1-6)
b. History or development		
(1) In own country	3 (Range: 1-6)	6 (Range: 2-11)
(2) In other countries	2 (Range: 1-3)	3 (Range: 1-6)
Total	4-5 (Range: 2-6)	8-9 (Range: 3-17)
c. Purpose, philosophy, etc.	4 (Range: 2-12)	8 (Range: 3-18)
d. Social forces and adult education	3 (Range: 2-4)	3 (Range: 1-10)
e. Organization and administration		
(1) Agencies which provide adult education	3 (Range: 1-5)	3 (Range: 3-4)
(2) Administrative functions	3 (Range: 1-6)	5 (Range: 3-8)
(3) Coop. and coord.	1.5 (Range: 1-2)	3 (Range: 1-5)
Total	6-7.5 (Range: 2-12)	10-11 (Range: 6-13)
f. Adult learning	3 (Range: 2-9)	6 (Range: 2-10)
g. Methods	3 (Range: 1-9)	6 (Range: 3-9)
h. Materials	2.5 (Range: 1-8)	4 (Range: 1-7)
i. Curriculum	2 (Range: 1-3)	1 (Range: 1)
j. Trends, issues, or problems	2 (Range: 1-6)	3 (Range: 2-5)
k. Other	4 (Range: 2-10)	3 (Range: 2-3)
Total	35.5-38	56-58

FIELD WORK

The question of field work or internship as an integral part of graduate education has been of considerable concern to those responsible for graduate study. Booth (10,11) studied the extent to which field work was used by universities and found that a number of programs included some sort of field experience. Booth derived the following generalizations from his research:

1. A substantial percentage of adult education graduate have the opportunity to participate in field work, but only half of them actually participate.
2. Adult education graduate students participate in field observation programs three times as frequently as in either field practice or field internships.
3. Students who participate in field work frequently do so in more than one program type.
4. Field work programs tend to be consistent in their operating structure from institution to institution.
5. The attitudes of adult education faculty in institutions not offering a degree in adult education are favorable to the development of field work programs in their institutions.
6. Approximately one-third of the universities and colleges sponsoring a recognized evening college or extension program may be making their facilities available for field work programs, and approximately one-half of these are willing to make their facilities available for new and/or additional field work programs if so requested.
7. Field work is often perceived by adult education graduate students as being a valuable element in their professional preparation for careers in adult education.

McMahon (83) studied field work programs conducted by seven universities and identified the following purposes for including field work as a part of graduate study:

1. To provide an opportunity to practice what has been learned and to learn new things.
2. To provide opportunities for the student to observe and appraise selected adult education activities and organizations.
3. To help the student integrate knowledge and skills and to relate theory to practice through planning, conducting, and evaluating activities for which he is responsible.
4. To provide supervised field practice in extension planning and teaching with attention to supervision, curriculum, and method.
5. To help the student generalize principles, concepts, and approaches beyond those of a single format, agency, or institution.
6. To increase the administrative skills of the student.
7. To help the student understand the similarities and differences among agencies of adult education.
8. To assist the relatively young and inexperienced graduate student in acquiring a working knowledge of one or more areas in the administration of higher adult education.
9. To provide a measure of financial assistance to worthy students.
10. To help make full-time graduate study possible in place of part-time study.
11. To provide teaching and administrative learning experience that complements and enlarges upon previous limited and highly specialized experience of graduate students in adult education.

There are elements in common among the purposes cited, but the several statements reflect some significant differences. Since students tend to enter graduate study in adult education after some years of experience in the field, some professors feel that field work or internship is not a crucial element in a graduate program.

IN-SERVICE TRAINING

The achievement of a doctorate in adult education is a goal of the professional adult educator but the bulk of the professional leadership in the field of adult education has come from other fields and disciplines. Enrollments in university courses and programs of graduate study in adult education are increasing rapidly but these activities cannot possibly meet the demand for personnel with specialized education and training. Part-time and volunteer leaders usually have no specialized training or at best one or more courses at university. Most of the training provided in adult education at present for part-time and volunteers is through in-service training.

Although the training of volunteer leaders is an old established tradition in the Cooperative Extension Service, it is less systematically organized in other phases of adult education. In recent years there has been a spurt of interest in the training of teachers for adult basic education programs. In a report on a teaching training program conducted by the NUEA in 1966, some 982 teachers were enrolled in summer institutes. The stated goal of these institutes was "to increase the number of trained ABE teachers by providing prospective and in-the-job teachers with knowledge, attitudes, and skills in ABE program elements, methods, technology, and materials necessary to teach educationally disadvantaged adults effectively."

Barnes and Hendrickson (7) found that volunteer teacher training programs consisted of two to five days of formal instruction followed by a period of classroom internship. There appears to be ample evidence that such programs are achieving desired results. Kohler and Maxson (73) found a higher retention rate among teachers who had participated in training programs than among those with no such training. Johnson *et al* (67) studied the influence of short

term training on the attitudes of teachers toward illiterate adults and found that the greater shift in attitudes coincided with the period of actual teaching rather than the training course. This may result from a "sleeper effect" in which the occurrence of observable change was delayed. The NUEA (89) evaluation noted the following as some of the results of the summer institutes: 75 per cent of the teachers changed the materials used, 66 per cent altered their instruction, 37 per cent modified their use of instructional devices, and only 14 per cent noted no changes in their work as teachers of illiterate adults.

Although there is a more extensive literature reporting on in-service training than is indicated here, this section is included in this report to indicate that the training of volunteer and part-time adult educators is extensive but different from the education of professional adult educators.

CHAPTER FIVE

CONCLUSIONS

Adult education appears to be firmly established as an area for academic study in universities of the United States and Canada. This development has occurred slowly with the first university department of adult education inaugurated in 1931 at Columbia University. The first doctoral degrees were awarded in 1935 by that institution. Until after World War II, the establishment of university programs was exceedingly slow but since the early fifties the number of universities entering the field has gradually accellerated. At the first meeting of the Professors of Adult Education in 1955 nine of fifteen universities with graduate programs were represented but at the latest meeting of this group in 1969 there were over a hundred professors in attendance.

Professional education in adult education is usually offered on the graduate level which attracts individuals from the field so that it tends to be post- rather than pre-vocational education. The students enrolled for graduate study tend to be older than is the case in other disciplines with those receiving the doctorate averaging 36 to 40 years of age. There has been no census of the multitude of persons receiving master's degrees in adult

education, but by 1969 there were 752 recipients of the doctorate. From 1935 to 1944 there were only 14 doctorates awarded but since 1945 there have been one or more granted every year with a steady but irregular increase in the number. The highest number awarded in any one year was in 1969 when 102 individuals received the doctorate.

The graduate program in adult education has not received the attention from researchers that one might expect. Very little research has been done to *assess the achievements* of graduate study as a way of providing the field with skilled adult educators. Consequently, there are unresolved questions about the content provided in graduate programs and whether or not graduate education in adult education provides the kinds of learning experiences that lead ultimately to an improvement in the field.

Some research has been done to identify the *objectives* of graduate study and the kinds of competencies required by adult educators. While this research is useful in identifying the competencies and objectives for professional adult education in general, it does not supply adequate information specifically aimed at the various specialties within the field that now exist and are developing.

Among the important research tasks yet to be accomplished in adult education as a subject for academic study, some appear more pressing than others. Of particular relevance to the design and conduct of graduate programs, is the analysis of the *role and function of adult educators*. The Cooperative Extension Service has made a number of such studies but since this is a particular specialization, the results are not wholly applicable to other aspects of the field. With a more detailed analysis of what adult educators do in the many facets of the field it would be possible to plan and evaluate graduate study more effectively.

Evaluation continues to be a perplexing problem far from being resolved. The field needs to achieve meaningful evaluation of

educational programs conducted for adults and the discipline also needs better evaluation of education and training programs for adult educators.

Although graduate students have managed to accomplish a great amount of research, it tends to be fragmentary rather than representing a systematic development of knowledge about adult education. Thus, the discipline would be enhanced by systematic summaries and evaluation of research to ensure an orderly accumulation and organization of reliable and substantive knowledge.

With regard to future research, the following tasks seem to be the most urgent ones:

1. Research into the *roles* and *functions* of adult educators in the field, using such techniques as task analysis, time budgeting, and panel studies.
2. Systematic and long-term evaluation of training program outcomes based upon the sets of objectives that have been developed, among other things.
3. Development of valid and reliable instruments to measure and assess knowledge, skills and attitudes needed for an efficient performance of the tasks in the discipline and in the field.

The question of professionalization of adult education as a field of social practice has been of considerable concern, yet there has been little research to investigate this question systematically. An equally important concern relates to the discipline itself but there has been no research to assess the place and status of adult education in the university structure. Perhaps one mark of maturation is the growing concern with such questions so that the scarcity of research related specifically to adult education as an area of graduate study is but a prelude to what is to come as the number of students increases.

Not all education and training for adult education is conducted through university graduate programs although that has been the pre-occupation in this review. Only a fraction of the number of persons actively engaged in adult education have had any contact with graduate programs so that this review is not about the training of adult educators but about professional education in adult education at the university level. The broad spectrum of education and training elsewhere will have to be reviewed at another time.

REFERENCES

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Adams, Albert. "Some Sociological Characteristics of Doctoral Adult Educators" in: ABSTRACTS OF PAPERS PRESENTED TO THE NATIONAL SEMINAR IN ADULT EDUCATION RESEARCH, FEBRUARY 9-11, 1969, TORONTO. Syracuse: Clearinghouse in Adult Education, 1969.

The first part of a larger effort, this study was an analytical sociological profile of professional adult educators with doctorates. A questionnaire was mailed to 200 of them; 86% responded. Findings include the following: (1) respondents tended to be Protestant married men, middle-aged (between 46 and 50) and middle-class liberal Democrats, with rural Midwestern origins; (2) the typical respondent had earned his Master's or first professional degree in the social sciences between ages 20-30 and his doctorate in adult education (Ed. D.), between ages 36-40; (3) he had been employed in adult education from 16 to 20 years, had worked largely in universities, was currently an administrator, and had daily job-related contacts with other adult educators; (4) he was "mildly satisfied" with his national professional organization, satisfied with adult education as an occupational field, and very satisfied with it as an educational field; and he was more closely identified with his field than with his employing organization; (5) he felt that his field should be under the influence of professors of adult education, and that "improving adult learning" deserves prime emphasis; (6) he preferred group discussions and the seminar method for his own continuing education. Included are nine charts and tables and five references.

2.
Aker, George F. CRITERIA FOR EVALUATING GRADUATE STUDY IN ADULT EDUCATION. Chicago: Center for Continuing Education, University of Chicago, n.d. (1963).

The primary purpose of the study was to identify and organize criteria that would be useful in evaluating and determining the effectiveness of graduate program in adult education.

3.
Aker, George F., I.R. Jahns, & W.L. Schroeder. EVALUATION OF ADULT BASIC EDUCATION PROGRAM IN A SOUTHERN RURAL COMMUNITY. Tallahassee: Florida State University, 1968. EDRS Order Number ED 030 783, price MF $0.50, HC $5.30.

A study was made of adult basic education in a Southern rural community to determine characteristics of students and instructional staff; grade level progression, rate of dropout, student satisfaction, and appraisals of instructional staff; and the relationship between program success and characteristics of students and instructional staff. Data were collected via questionnaires, standardized tests, and interview schedules from a 1/3 random sample of students (305 persisters

and 116 dropouts) and 77 teachers and teacher aides. Student gains in grade level scores were significant; nearly 3/4 stayed in the program; they were satisfied with the program; and staff were generally satisfied with student progress. Factors which seemed to favor achievement were being middle-aged, having had no prior school experience, and being of rural residence. Dropouts were likely to be young, with no family responsibilities, and not too committed to a particular line of work. Staff characteristics differences between "high" and "low" achieving centers were slight but it seemed that a disproportionate share of "high" center teachers expressed concern for the problem of individualization.

4.
Allen, Lawrence A. "The Growth of Professionalism in the Adult Education Movement, 1928-1958: A Content Analysis of the Periodical Literature". Unpublished doctoral dissertation, University of Chicago,1961.

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Axford, Roger W. and Donald Wilson. "Survey of Graduate Training Needs in Adult Education." ADULT EDUCATION 13: 222-225 (Summer 1963).

6.
Baker, Michael R. A HISTORY OF THE BUREAU OF STUDIES IN ADULT EDUCATION AT INDIANA UNIVERSITY. Unpublished M.S. thesis, Indiana University, 1966. EDRS Order Number ED 011 097, price MF $0.50, HC $5.95.

The Bureau of Studies in Adult Education was founded at Indiana University in 1947 and assigned the task of providing off-campus noncredit courses in adult education. The Bureau began by providing field services, ranging from assistance to local communities on adult education problems to providing general adult educational activities. It started a research program which examined how adults learn effectively, and the conditions that promote learning in practical situations. Between the years 1947 to 1952, the Bureau grew to a staff of 5, and became a multisponsorship operation. It initiated formal adult education courses at the graduate level at Indiana and introduced a newsletter on adult education. Between 1952 and 1958, the Bureau experimented with an institutional approach to adult education, stressing research on adult learning. It developed a graduate program for adult educators. The expansion years for the Bureau were 1958 to 1965, when it conducted more adult education research than did any other college or university adult education department, e.g. alcoholism, mental health, gerontology, and fundamental and literacy education. Indiana University now has the largest graduate training program, of its kind, in adult education in the U.S.

7.
Barnes, R. and A. Hendrickson. ADULT EDUCATION RESEARCH: LITERACY MATERIALS AND PROGRAMS. Columbus: Ohio State University, 1965.

8.
Becker, Howard S. "Some Problems of Professionalization". ADULT EDUCATION 6: 101-105 (Winter, 1956).

9.
Blakely, R. J. "Is Adult Education Developing as a Profession?" CONTINUOUS LEARNING 5: 153-158 (July-August 1966).

10.
Booth, Alan. "A Study of Field Work Programs for Adult Education Graduate Students in the United States". Unpublished M.A. Thesis, University of California, Los Angeles, 1960.

11.
Booth, Alan. "A Study of Field Work Programs." ADULT EDUCATION 11: 14-18 (Autumn 1960).

12.
Boston University. "Boston University's Adult Education Program". ADULT EDUCATION 10: 42-50 (Autumn, 1959).

13.
Boyd, Robert D. "New Designs for Adult Education Doctoral Programs." Adult Education 19: 186-196 (Spring 1969).

In the first part of this position paper the author assesses the purposes of a university, the nature of adult education, the roles and quality of the faculty, and the conditions for educational experiences as they apply to the learners. The writer asserts that all four components must be considered carefully before developing new adult education doctoral programs. From the conclusions and definitions of the

first section, the specific attributes of adult education are deduced and the following three phases are denoted for a proposed doctoral program: (1) the admission or probation stage; (2) specialized, background discipline, and methodology courses accompanied by teaching assistantships or other working experience; (3) seminars and research credits. One reference is included.

14.
Brooke, Wilfrid M. THE ADULT BASIC EDUCATION TEACHER IN ONTARIO. HIS BACKGROUND PROBLEMS AND NEED FOR CONTINUING PROFESSIONAL EDUCATION. Unpublished, M.A. thesis, Ontario Institute for Studies in Education, 1969.

A study explored teacher background, professional problems on the job, and the need for continuing professional educationoof teachers in Ontario Manpower Retraining Centres. Data were drawn from a questionnaire sent to 110 teachers. Among the findings were the following: the greatest problem was in aiding slow learners and in situations where students of differing abilities were in the same classroom; the teachers had difficulty locating resource literature and persons; a need was expressed for opportunities for continuing training in adult basic education techniques and methodologies. The typical adult basic education teacher entered from the formal school system, was more likely to have a certificate than a degree, had been in the field for less than three years, and teaches English and mathematics to grades 7 and 8 in which he has between 10 and 19 students. Appended are the questionnaire and a 41-item bibliography.

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Brough, H.O. "Identification and Classification of Learning Experiences Needed to Achieve the Objectives of Graduate Education in Adult Education". Unpublished Ed.D. dissertation, University of Wyoming, 1962.

16.
Brunner, Edmund deS. and William S. Nicholls, II. "The Adult Educator: His Gratification, Problems and Hopes". Adult Leadership 8: 204-213 (January, 1960).

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Brunner, Edmund deS., William L. Nicholls, II, and Sam D. Sieber. THE ROLE OF A NATIONAL ORGANIZATION IN ADULT EDUCATION. N.Y. Bureau of Applied Social Research, Columbia University, 1959. EDRS Order Number Ed 022 132, price MF $2.00, HC $ 24.10.

Data for a study of the role of a generalized national organization in the field of adult education were collected through a questionnaire completed by members and former members of the Adult Education Association (AEA) and by adult educators who had never joined, interviews with leaders in adult education and with executive officers of several generalized national organizations in other fields, examination of AEA documents, and study of reports of previous surveys undertaken as sponsored by the AEA. Part I attempts to discover how adult educators define adult education, what sort of people they are, and how they regard their field. The history of the AEA is considered, its membership described, and the relationship of members to the association discussed. There is analysis of past and present members to delineate types of adult educators to whom the association has appealed and is currently appealing. Part II explores special problems of the AEA, such as the efforts to build a democratic organization and the relations with other organizations engaged in adult education activities. Adult education is considered as a social movement and as a profession. Part III gives the purposes and goals as defined by AEA members and a summary of the findings. Three appendixes present the methodology of the study, membership trends, and statistical data.

18.
Canadian Association for Adult Education. "A Directory of Graduate Programs in Adult Education." Continuous Learning 7: 15-33 (January-February 1968).

A directory is presented of graduate programs in adult education (interpreted to include agricultural extension, rural and urban leadership training, labor education, industrial training, cooperative education, and community development) in Canada, the United States, Great Britain, and the Commonwealth at large. The degrees or certificates awarded, subject areas or courses, program length in years or credits, financial aid, fees, deadlines for application, and addresses to which applications should be directed are indicated (wherever applicable) for the following universities and colleges -- British Columbia, Boston, Toronto, Arizona State, Florida State, Brigham Young, California (Berkeley and Los Angeles), Cornell, Michigan State, Ohio State, Pennsylvania State, New York University, Rutgers, Syracuse, Indiana, Michigan, Nebraska, Vermont, Wyoming, Teachers College (Columbia), Centennial College, Coady International Institute (St. Francis Xavier), Oxford, Leicester, Nottingham, Saskatchewan, and the University College of Rhodesia. Sources of additional information are also given.

19.
Chamberlain, Martin. THE PROFESSIONAL ADULT EDUCATOR. Unpublished, doctoral dissertation, University of Chicago, 1960.

This study sought to examine graduate adult education in its present practice with the aim of determining whether this practice was meeting the needs of the field. A forced-choice rank-ordering technique was used to obtain the opinions of leading adult educators as to what a competent, full-time adult educator should know, believe, and be able to do; and a set of objectives was then developed for a curriculum in graduate adult education. In addition, the programs of the 12 institutions most interested in recent years in adult education as a graduate study were compared, and the diversity of approaches and procedures was demonstrated. Finally, an exemplar curriculum, which consisted of six required courses in adult education subjects and eight required courses in related fields, was developed and used as a measure against which to compare present practices. This comparison resulted in some suggestions for modifying the present program.

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Chicago, University of. GRADUATE STUDY AT THE UNIVERSITY OF CHICAGO FOR THE DOCTOR OF PHILOSOPHY DEGREE IN THE FIELD OF ADULT EDUCATION. Chicago: The Department of Education, The University of Chicago (1964).

23.
Clark, Harry E. AN ANALYSIS OF THE TRAINING NEEDS OF WISCONSIN COUNTY EXTENSION SERVICE PERSONNEL. Unpublished Ph.D. thesis, University of Wisconsin, 1960. University Microfilms #60-5725, MF $2.95, Xerography $10.35.

Wisconsin County Extension personnel identified their own training needs by ranking 55 items considered to be representative of the knowledges, understandings and methods which Cooperative Extension Service personnel should possess in order to implement the Scope Report. Respondents considered two questions for each item -- (1) How important is each item to your effectiveness as an Extension Agent, and (2) How much training do you believe you now need in each

item. Primary attention was given to the items which 60 percent or more of the respondents indicated were of much importance and to those items in which 31 percent or more expressed a need for much training. It was found that respondents' professional position influenced their opinions. Similar opinions were held by personnel of comparable age and tenure. Items within the areas of leadership, program planning, and public affairs were of greatest importance to the effectiveness of agents, with those in the areas of conducting the program, evaluation, family living and youth development, and farm and home management of secondary importance. There was a need for individual counseling in the preparation of professional improvement programs.

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Coleman, David Stewart. A STUDY OF THE LEADER BEHAVIOR OF SELECTED DIRECTORS OF UNIVERSITY CONFERENCE OPERATIONS. Wisconsin, 1969. University Microfilms #69-12,352, MF $3.00, Xerography $ 7.20.

This study tested the relationship between self-perceptions of leader behavior by 57 directors of university conference operations, and their perceived degree of autonomy and role conception. The directors responded to an instrument consisting of five background questions, 100 leader behavior statements, 25 items on autonomy in decision making, and 30 statements on areas of emphasis (client, image, operations, institutional, or problem orientation) in role conception. These were among the findings; (1) perceived autonomy and the Initiating Structure factor in leader behavior were virtually unrelated; (2) Initiating structure was positively, but not significantly, related to high autonomy; (3) Consideration was negatively, but not significantly, related to low autonomy; (4) the client oriented role was only slightly related to the Consideration factor; (5) the problem oriented role was both negatively and significantly related to Consideration.

25.
CONVERGENCE Vol. I, No. 1. (March 1968) The entire issue is devoted to the education of adult educators.

26.
Cook, Benjamin D. COMPARATIVE ANALYSIS OF THE TRAINING NEEDS FOR COUNTY AGENTS IN TEXAS. Unpublished Ph.D. thesis, University of Wisconsin, 1957. University Microfilms #24,271, MF $2.85, Xerography

Data obtained through questionnaires completed by male Extension Service personnel in 1956 were analyzed to determine undergraduate and graduate curriculums for county agricultural agents and guide the planning of noncredit district and/or state workshops. It was concluded that county agents must be offered such inducements to advanced study as higher salaries, financial aid, and opportunity to return to the same job. An extension education program at the undergraduate level would be acceptable, although there is increasing desire for advanced degrees and graduate programs. There is a trend toward training in the social sciences and working with people and away from advanced technical agriculture. Administrators and training leaders need to have more district workshops in both technical agriculture and social sciences. County agents will do advanced study on college campuses, even at the expense of being away from home and out of the county. It is recommended that an annual three weeks graduate level training school at Texas A. and M. College be set up to involve all agents once every five years, and that an advisory committee plan continuing education programs.

27.
Copeland, Harlan Gene. ORGANIZATIONAL ACCOMMODATION TYPES AND THE CONTINUING LEARNING ACTIVITY OF ADULT EDUCATORS. Unpublished Ph.D. thesis, University of Chicago, 1969.

-This 1967-68 study tested the effects of an individual variable (indifferent, upward mobile, or ambivalent individuals in work organizations) and an organization variable (presence or absence of an organizational training specialist) in differing educational participation among Cooperative Extension Service (CES) professionals. "Leisure time" and "job time" educational participation were the dependent variables. Ten states with CES training specialists, and ten without, were sampled. Questionnaire data were sought from 35 individuals in each state, with an overall return rate of 95.5%. Major findings included the following: (1) differences in leisure time education were associated more with individual differences than differences among work organizations; (2) differences in "job time" education correlated with the organization variable and personality type (indifferent, upward mobile, or ambivalent); (3) out of 36 potential relationships between personality types and leisure time education, only nine were significant; (4) the two types of educational participation share a common variance linked to the organization variable.

28.
Cortright, Richard W. "Professional Preparation in Literacy Education." Journal of Teacher Education, pp. 290-293, September 1965.

College training programs for specialists in literacy education are reviewed. The Syracuse University graduate program in literacy journalism, the Baylor University undergraduate curriculum in literacy studies, writing for new literates, linguistics, and the teaching of English as a foreign language, and the American University graduate program in literacy education are described. The twelve other educational institutions that have offered at least one literacy course are listed. There is a brief summary of the work conference sponsored by the Center for Applied Linguistics at Airlie House near Washington, D.C. in 1964.

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CSLEA. "Academic Training Programs in Adult Education." Chicago: Center for the Study of Liberal Education for Adults, 1960.

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Damon, Thomas F. "Careers in Adult Education".
ADULT EDUCATION 12: 3-7 (Autumn 1961).

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Davison, Catherine V. "A Survey of Adult Basic Education Teachers in the Province of British Columbia with Special Reference to Their Training Needs." Unpublished M.A. thesis, University of British Columbia, 1969.

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Dickerman, Watson. "Summary of the Inquiry about Basic Courses in Adult Education". A Paper Presented to the Commission of Professors of Adult Education, 1959.

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35.
Dillon, Harold J. and Rose Cologne. "A Report of a Survey Concerning the Current Status of Enrollment, types of Courses Offered, General Course Content, Available Internship Experiences, Suggested Printed Source Materials, and Other Procedures Used in the Preparation of Students Majoring in the Field of Adult Education". A paper presented to the Commission of Professors of Adult Education, 1959.

36.
Douglah, Mohammad A. and Moss, Gwenna M. "Adult Education as a Field of Study and its Implications for the Preparation of Adult Educators." Adult Education 19: 127-134 (Winter 1969).

An attempt is made to clarify and stimulate discussion on some issues involved in development of adult education and the role of graduate programs in contributing to this development. There is confusion regarding objectives of graduate study, which may be partially attributed to a failure to delineate professional roles for which students are being prepared. The authors drew a distinction between adult education as a field of study and as a profession. A model is developed for classifying the various roles in the profession. Identifying specific competencies required for each role and determining the educational experiences to develop these competencies are seen as the next steps prerequisite to development of both field of study and profession.

37.
Draper, James A. and Fausto Yadao, Jr. "Adult Education as a Field of Study in Canada." Continuous Learning 9: 65-82 (March-April 1970).

This article summarizes and analyzes data from a 1969 survey of courses and programs offered on adult education and community development by 17 Canadian institutions of higher education. Included are credit and noncredit courses, graduate and undergraduate courses, degrees, and certificates.

38.
Essert, Paul L. "A Proposed New Program in Adult Education". ADULT EDUCATION 10: 131-140 (Spring 1960).

39.
Fitzgerald, Hunter. ADULT BASIC EDUCATION NATIONAL TEACHER TRAINER INSTITUTE. Los Angeles: University of California, Los Angeles, 1967. EDRS Order Number ED 012 878, price MF $0.50, HC $3.35.

The 1967 Western Region Teacher Training Institute at California Polytechnic State College was designed to provide training for administrators and teachers of Adult Basic Education (ABE) programs in six states. The Institute focused on five broad areas -- understanding the ABE student, methods of training ABE instructors, administration, program evaluation, and ABE curriculum. The Teacher Institute, subdivided into elementary education or English as a Second Language interest groups, featured lecture-discussions and small group activities in which instructional methods and materials, educational technology, guidance and counseling techniques, and methods of evaluation and measurement were studied. In the Administrative Institute, divided into nine project groups, each participant developed a project to be used in his community. Four evenings a week participants in both institutes observed and taught in ABE classes in Los Angeles. Recommendations for future workshops were -- conduct separate workshops for rural and metropolitan ABE programs, provide for a more consistent method of participant selection, select staff associates from previous institute participants, and separate administrator and teacher institutes.

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Garrett, Pauline Gillette. INTERDISCIPLINARY APPROACH TO PREPARING HOME ECONOMICS LEADERS FOR EMERGING PROGRAMS SERVING DISADVANTAGED YOUTH AND ADULTS. Columbia: University of Missouri, 1967.

41.
George Washington University. FINAL REPORT OF WORKSHOP ON ACCELERATING THE PREPARATION OF ADULT EDUCATORS. Washington, D.C.: George Washington University. EDRS Order Number ED 023 960, price MF $0.25, HC $2.65.

A workshop was held at George Washington University to consider the shortage of adult educators to meet the needs created by the Federally assisted programs in adult education and possible ways to prepare a wide variety of adult educators in large numbers, in a short period of time, without lowering professional standards. Discussion centered on three pre-workshop papers on the training of local leaders as teachers of functional illiterates, the development by universities of short term study programs for these teachers, and the need to reach and encourage those who do not participate in community affairs. Suggestions reflecting majority opinion emerged. Universities and institutes should be more fully used, perhaps with new university offices to coordinate the new Federal programs with departmental and faculty resources, and with institutes planned two years ahead. Estimates of local needs should be made realistically; an information clearinghouse should be set up by the Office of Education or other group. Professors should determine if they can contribute to the program and, if so, should be given financial assistance. Long and short range goals should be clearly differentiated.

42.
Hackel, Alan S. SOME ASPECTS OF TEACHER AND LEADER TRAINING AND RECRUITMENT FOR HIGHER ADULT EDUCATION. Paper presented at the 1968 National Seminar on Adult Education Research. EDRS Order Number ED 018 759, price MF $0.25, HC $2.10.

This report represents a synthesis of the current literature related to the topic of teacher and leader training and recruitment rather than an analysis of empirical data. In general, the personnel problem in higher adult education is examined from the standpoint of the growth of the field, personnel needs, the need for training, the aims of specialist training at this level, and present practices in training and recruitment. In addition, the implications for training of the various philosophies of adult education are examined as well as existing professional preparation and internship programs. Finally, there is a section dealing with conclusions and recommendations. While the results of this report are largely heuristic, it is believed that from such bases useful innovations in the practice of higher adult education may be developed.

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Hallenbeck, Wilbur C. "Training Adult Educators" HANDBOOK OF ADULT EDUCATION IN THE UNITED STATES. Edited by Mary L. Ely. New York: Teachers College, Columbia University, 1950. pp. 243-249.

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Houle, Cyril O. "Opportunities for the Professional Study of Adult Education"--1941. ADULT EDUCATION BULLETIN 5: 81-85 (April 1941) (and subsequent volumes for ten years).

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Houle, Cyril O. "Professional Education for Educators of Adults". ADULT EDUCATION 6: 131-150 (Spring, 1956).

47.
Houle, Cyril O. and others. PROFESSIONAL PREPARATION OF ADULT EDUCATORS: A SYMPOSIUM. Chicago: Center for the Study of Liberal Education for Adults, 1956.

48.
Houle, Cyril O. "The Education of Adult Educational Leaders". Chapter 10 in: HANDBOOK OF ADULT EDUCATION IN THE UNITED STATES. Edited by Malcolm Knowles, Chicago: Adult Education Association, 1960. pp. 117-128.

49.
Houle, Cyril O. STUDY OF DOCTORATES IN ADULT EDUCATION. A paper presented to The Commission of Professors of Adult Education, 1960.

50.
Houle, Cyril O. "The Doctorate in Adult Education" ADULT EDUCATION 11: 131-140 (Spring 1961).

51.
Houle, Cyril O. "The Doctorate in Adult Education-1961" ADULT EDUCATION 12: 121-135 (Spring, 1962).

52.
Houle, Cyril O. "The Doctorate in Adult Education-1962" ADULT EDUCATION 13: 131-132 (Spring, 1963).

53.
Houle, Cyril O. "The Emergence of Graduate Study in Adult Education." Chapter 4 in: ADULT EDUCATION: OUTLINES OF AN EMERGING FIELD OF UNIVERSITY STUDY. Edited by Gale Jensen, A. A. Liveright and Wilbur Hallenbeck. Chicago: Adult Education Association, 1964. pp. 69-83.

Soon after the emergence of the adult educational movement in 1923-1926 there appeared the first intensive effort to provide a coordinated program of graduate offerings. By 1962 fifteen universities in the United States had active programs leading to master's and doctor's degrees. Most of the students now concentrating on advanced degrees in adult education secured bachelor's degrees some time previously in a variety of fields. The big problems facing graduate study in adult education are -- (1) whether the field has, as yet, an adequate content based on research, (2) a field designed to turn out practitioners of adult education who have not first gone through a preservice curriculum designed to prepare them for such work, (3) inadequate funds for fellowships, and (4) not enough schools offering graduate curricula in adult education.

54.
Houle, Cyril O. "Doctorates in Adult Education Awarded in 1963". ADULT EDUCATION 14: 179-180 (Spring, 1964).

55.
Houle, Cyril O. "The Doctorate in Adult Education: 1964" ADULT EDUCATION 15: 131-133 (Spring, 1965).

56.
Houle, Cyril O. and John H. Buskey. "The Doctorate in Adult Education, 1935-1965." Adult Education 16: 131-168 (Spring, 1966).

Completed questionnaires submitted by 480 holders of American adult education doctorates were analyzed, primarily by kinds of work performed and types of employing institutions. Total doctorates awarded by 30 institutions during 1935-65 were indicated, together with totals for specific years. Data were obtained on (1) age distribution of recipients, by 5-year periods, 1946-65, (2) average age at award, by 5-year periods, 1935-65, and (3) ages at which respondents received their doctorates. Respondents were living in 46 states and territories and in 21 foreign countries, notably Canada, India, and Australia. The Ph.D. was held by 294 and the Ed.D. by 186. Less than half were members of the Adult Education Association. The average age at award has risen from 38.6 to over 41 years. The kinds of work performed by holders of the doctorate from the 5 main awarding universities (administration, teaching, research, etc.) and the organizations that employ them (universities, voluntary agencies, government, industry, etc.) are tabulated. A directory of degree holders is included.

57.
Houle, Cyril O. "Doctorates in Adult Education Awarded in 1966." Adult Education 17: 132-133. (Spring, 1967.)

This lists the 49 persons who were awarded doctoral degrees in adult education in 1966, their addresses, positions, and name of the institution with which each is affiliated.

58.
Houle, Cyril O. "The Doctorate in Adult Education". CONVERGENCE 1: 13-26 (March, 1968).

59.
Houle, Cyril O. and James C. Hall. "Doctorates in Adult Education Awarded in 1968". ADULT LEADERSHIP 18: 319-320 (April, 1970).

60.
Houle, Cyril O. and James C. Hall. "Doctorates in Adult Education Awarded in 1969". ADULT LEADERSHIP 18: 319-320 (April, 1970).

61.
Ingham, Roy J. A COMPARATIVE STUDY OF GRADUATE PROGRAMS IN ADULT EDUCATION. Tallahassee: Florida State University, 1967.

62.
Ingham, Roy J. and Husain Qazilbash. A SURVEY OF GRADUATE PROGRAMS IN ADULT EDUCATION IN THE UNITED STATES AND CANADA. Tallahassee: Floriday State University, 1968. EDRS Order Number ED 029 175, price MF $0.25, HC $1.90.

Graduate programs in adult education at 24 universities in the United States and Canada are surveyed here. An overall review of program content (mainly surveys of the field, program development in adult education, adult learning, and general administration) is followed by unique features and specialties of several programs; information on internship programs and seminars, required textbooks; program titles, and degrees offered; and data on admission requirements for master's and doctoral programs, numbers of adult education students and faculty, and the number and value of fellowships, assistantships, and internships at given institutions.

63.
Jensen, Gale E. "The Nature of 'Education' as a Discipline" in: READINGS FOR EDUCATIONAL RESEARCH (G.A. Jensen, ed.) Ann Arbor, Michigan, 1960.

64.
Jensen, Gale E., A. A. Liveright and W. Hallenbeck, editors. ADULT EDUCATION: OUTLINES OF AN EMERGING FIELD OF UNIVERSITY STUDY. Washington: Adult Education Association, 1964.

This book is concerned with the development of a more complete description of the field and body of knowledge of adult and continuing education required for graduate training programs for adult educators. The sixteen chapters, written by university professors of adult education, are in four sections -- (1) a delineation and description of the milieu in which a graduate program for the training of adult educators is emerging, (2) adult education and other disciplines, (3) theories about determining objectives for adult education activities, programs and management of the learning situation, and (4) implications for programs of graduate study in adult education. The commission of the Professors of Adult Education is explained in an appendix.

65.
Jensen, Gale A. "How Adult Education Borrows and Reformulates Knowledge of Other Disciplines" in: ADULT EDUCATION: OUTLINES OF AN EMERGING FIELD OF UNIVERSITY STUDY. Edited by G. Jensen, A. Liveright and W. Hallenbeck. Washington: Adult Education Association of the U.S.A., 1964, 105-111.

The adult educator has to organize his discipline in a way which places a utilitarian emphasis on the organizational pattern of the knowledge he utilizes. To translate the theory and research findings of other disciplines into knowledge usable by adult education, he must identify and reorganize those parts which are related to adult education. He does this by connecting theoretical concepts from other disciplines to certain overt symptoms or empirical signs from his own practice to which the adult educator is sensitive, and uses to determine whether his attempt to deal with a given educational problem is or is not doing well. When he organizes these theoretical concepts into a pattern which is effective for analyzing and managing phenomena affecting the indices he utilizes to assess the effectiveness and efficiency of his work, they become part of the discipline of adult education. The processes of reformation and the creation of special theory and research to take care of knowledge "gaps" comprise one of the two major procedures for the formulation of knowledge distinct and unique to adult education as a discipline.

66.
Job, Claude H. "A Study of the Roles of Selected Agricultural Extension Agents in British Columbia". Unpublished M.S.A. thesis, University of British Columbia, 1965.

67.
Johnson, R.L., R.W. Cortright, & J.V. Cooper. "Attitude Changes Among Literacy Teachers Coincident with Training and Experience". ADULT EDUCATION 18: 71-80 (Summer, 1968).

68.
Jones, Charles I. FACTORS RELATED TO THE EFFECTIVENESS OF TEACHERS OF SHORT-TERM ADULT VOCATIONAL COURSES. Unpublished Doctoral dissertation, Florida State University, 1967. University Microfilms #67-11,161, MF $3.00, Xerography $8.60.

Data obtained from 44 vocational teachers and 519 adult students included measures of student verbal gain, manual gain, satisfaction, and persistence, and of teachers' educational level, experience teaching adults, years of trade experience, age, mental ability, subject matter knowledge, teaching style, and number of teaching techniques used. The teacher's mental ability, age, and teaching experience were not positively correlated with student satisfaction, persistence, and verbal and manual gain. Verbal and manual gain were correlated with teacher's subject knowledge. Teacher's educational level was negatively correlated with student satisfaction and years of trade experience was negatively correlated with persistence. Teaching style and number of teaching techniques used did not influence students. Student manual gain was positively correlated with verbal gain and negatively correlated with with satisfaction and persistence. It was recommended that scores on skill development tests be a major criterion in the certification and selection of teachers of adult vocational courses where student verbal and manual gain are objectives. Administrators should select course objectives before selecting teachers.

69.
Kendall, R.C. "Internships for Adult Educators". ADULT EDUCATION 6: 244-245 (Summer 1956).

70.
Kidd, J.R. A PRELIMINARY REPORT ON PERSONNEL PROBLEMS IN ADULT EDUCATION. Toronto: Canadian Association for Adult Education, 1948.

71.
Knowles, Malcolm S. "A General Theory of the Doctorate in Adult Education". ADULT EDUCATION 12: 136-141 (Spring, 1962).

72.
Knox, Alan B. "Internship in Adult Education". ADULT LEADERSHIP 12: 265-6, 279 (March, 1964).

73.
Kohler, E. T. and R. C. Maxson. "A Study of Selected Common Sense Correlates of Effective Adult Basic Education Teachers." Adult Education 20: 168-178 (Autumn, 1970).

This investigation was concerned with analyzing the variation in ABE student retention rates among teachers. Teacher records were analyzed using the Chi-Square statistic. The median hours of student attendance were used to separate high and low retention teachers. A comparison between high and low retention teachers by total number of years of teaching experience, number of years of experience teaching adults, educational level, and certification level revealed an insignificant relationship. Although not significant at the .05 level, there was a trend for teachers that had taken an ABE course to have a higher retention rate; and for teachers that had participated in ABE teacher training institutes to have a higher retention rate than noninstitute participants.

74.
Kouzoujian, John. THE CONTRIBUTIONS OF SELECTED RECIPIENTS OF THE FUND FOR ADULT EDUCATION GRANTS IN PRODUCING NEEDED LEADERSHIP IN THE PROMOTION OF LIBERAL ADULT EDUCATION. Unpublished Ph.D. dissertation, Michigan State University, 1965. University Microfilms #65-14,237, MF $3.00, Xerography $7.60.

This study sought to assess characteristics of recipients of Fund for Adult Education grants; their subsequent role in providing leadership for the adult education movement; relationships between program intent and the actual outcomes realized by recipients; and the quality of their academic preparation for fulfilling necessary leadership roles. A questionnaire was completed by 142 recipients. All had master's degrees, 57% had doctorates, and 61% had completed their most recent graduate work in adult education. A review of professional and community roles, attitudes, and other factors supported the view that the grant program was very successful in promoting adult education. Respondents reflected a positive self-appraisal of their academic preparation in educational philosophy and psychology, leadership utilization, and other aspects of adult education. A need was seen for further study of the fellowship program, recent adult education graduates, curricula at selected universities, and present and projected leadership needs.

75.
Kreitlow, Burton W. "A Case Study in Professional Training". ADULT EDUCATION 8: 98-103 (Winter- 1958).

76.
Kreitlow, Burton W. RELATING ADULT EDUCATION TO OTHER DISCIPLINES. Madison: University of Wisconsin, 1964.

Presented in this overview are three interrelated categories in which research is needed; the adult as an individual learner, the adult's response to social cultural phenomena, and the adult education enterprise. This is a selection from an original document which reviews writings of adult education professors, and recent relevant research in adult education and related fields; and synthesizes the recommendations emerging from a work conference in which leading adult educators appraised and criticized a preliminary report of needed research.

77.
Kreitlow, Burton W. EDUCATING THE ADULT EDUCATOR: PART 2. TAXONOMY OF NEEDED RESEARCH. Madison: University of Wisconsin, 1968. EDRS Order Number ED 023 031, price MF $0.25, HC $1.45.

This theoretical paper is the concluding part of an extensive two-part examination of the problem of educating adult educators. The first part dealt with the relationship of adult education to other disciplines. This part establishes a framework for classifying areas of needed research in the field of adult education. The framework used here is based on application -- learning, teaching, social change, guidance, and other activities. Some of the areas of need identified are tied almost wholly to a specific discipline or an applied field, while others are associated with certain program areas. Three interrelated categories of application are used: (1) the adult as an individual and as a learner, (2) the adult's response to socio-cultural phenomena, and (3) the adult education enterprise. A background is provided for each area of need; series of questions are asked in order to demonstrate the scope of these needs; and each need is given focus by a short statement or a few summarizing questions.

78.
Leathers, Chester W. BACKGROUND, PROFESSIONAL EXPERIENCE, ROLE CONCEPTIONS, AND CAREER ASPIRATIONS OF CONFERENCE COORDINATORS IN W. K. KELLOGG FOUNDATION SUPPORTED CENTERS FOR CONTINUING EDUCATION. Unpublished M.A. thesis, University of Chicago, 1964.

Describes conference coordinators in W. K. Kellogg Foundations supported Centers for Continuing Education, particularly their educational background, professional experience, role conceptions and career aspirations. Questionnaires were completed by 41 coordinators at the 5 centers. The data were tabulated, then summarized by institutions, individually and collectively. The average coordinator in the centers was about 35, married, in his present position less than 3 years, earning about $8000 yearly, holding a bachelor's degree only, with previous general experience in education but neither experience

nor training in adult education. Coordinators generally had numerous responsibilities -- educative as well as administrative and facilitative. Ideal role conceptions typically placed educator first, facilitator second, and administrator last. Real role conceptions typically consisted of administrator, facilitator, and then educator. Career aspirations stressed adult education, particularly continuing education.

79.
Liveright, A. A. "The Nature and Aims of Adult Education as a Field of Graduate Education". Chapter 5 in: ADULT EDUCATION: OUTLINES OF AN EMERGING FIELD OF UNIVERSITY STUDY. Edited by Gale Jensen, A.A.Liveright, and Wilbur Hallenbeck. Washington: Adult Education Association, 1964.

Although adult education cannot now be classified as a profession, it meets the criteria of a profession in transition or an emerging profession. It should be looked upon as a practical discipline concerned with factual and descriptive elements and with normative elements--as an art, a practice, and an engineering. An analysis of the practitioners now active in the field suggests these aims for a graduate program--(1) development of a set of values and a philosophy of adult education, (2) development of a sound code of ethics, (3) agreement on a common body of knowledge to be required, and (4) involvement of many practioners and students in research. Aims and patterns of a good program of adult education should be based on William McGlothlin's framework which requires graduates to have the following attributes--(1) competence to practice his profession, (2) social understanding, (3) personality characteristics, (4) zest for continued study, and (5) enough competence in conducting or interpreting research.

80.
Madry, Arthur G. "The Functions and Training Needs of Adult Education Directors in Public School Systems". Unpublished Ph.D. dissertation, Ohio State University, 1963. University Microfilm #64-6931, MF $5.30 Xerography $18.70.

A questionnaire comprising 77 statements of functions, 33 competency statements, and questions as to problem areas was sent to 200 directors of public school adult education in order to identify the functions, role, and necessary skills and abilities of administrators concerned with elementary and secondary adult education. The 140 respondents rated each function as essential, highly desirable, acceptable, unacceptable, or inapplicable, and rated competencies on a similar scale. The chief problem areas included financial support, community relations,

staff problems, program planning, and facilities, equipment, and materials. A basic understanding of program organization and administration, ability to establish wholesome relationships, and executive and supervisory ability were among the competencies rated highest. Major functions fell into 12 categories--organization and structure, program purposes, program planning and development, instructional services and materials, student personnel services, staff personnel, facilities and equipment, finance and business management, school community relations and promotion, community services, program evaluation, and research.

81.
McCormick, Robert W. "An Analysis of Training Needs of County Extension Agents in Ohio". Unpublished Ph.D. dissertation, University of Wisconsin, 1960.

82.
McCormick, Robert W. and others. COMMUNICATION CONCEPTS FOR DEVELOPING INCREASED COMPETENCE AMONG COOPERATIVE EXTENSION AND VOCATIONAL AGRICULTURAL EDUCATORS IN IMPLEMENTING EDUCATIONAL CHANGE. Columbus: Ohio State University, 1968. EDRS Order Number ED 018 770 Price MF $0.50 HC $5.35.

The study identified major communication concepts needed by adult educators in agriculture to be effective in implementing educational change. A list of 175 concepts was identified from the literature and from communication specialists. Twenty-seven concepts passed four screening tests and were classified as most important to adult educators in agriculture. These major concepts were applied through situational analysis of critical incidents of adult educators in agriculture. This process identified the relevance of the concept to the intellectual behavior requirements of the change agent. In addition, the relation of the major concept to other communication concepts was described and the concept was clearly defined. Suggested educational objectives were identified for graduate and inservice educational programs for adult educators in agriculture.

83.
McMahon, Ernest E. "Internships in Adult Education". ADULT EDUCATION 15: 47-50 (Autumn 1964).

84.
Menlo, Allen. "A Study of Perceptual and Attitudinal Change Within a Course on Adult Education Methods". Unpublished research report. EDRS Order Number ED 025 734 Price MF $0.25 HC $1.10

A study was made of personal changes in 50 graduate students in education, public health, social work, psychology, business administration, and public administration who took a special 15-week university course in adult education methodology. Major course objectives were to help class members (1) to see themselves as able to aid other adults in their learning, problem-solving, and decision-making, and (2) to perceive other adults as having the potential and basic desire to take responsibility for their own learning and development and behave constructively toward others. Learning events involved the total group, ad hoc subunits, permanent "home-based" groups, permanent out of class triads, individual outside reading of distributed articles and self-chosen books, individual and small group consultation, and ad hoc work committees. Gains in positive self-perception and in readiness to share leadership with others were significant; the influence of self-perception on changes in readiness to share leadership were not significant.

85.
Michigan State University. A REPORT OF THE GRADUATE PROGRAM IN ADULT EDUCATION. (East Lansing: College of Education, Michigan State University, 1962).

86.
Miller, Harry L. "What's Your Line: The Task of the Adult Educator". ADULT LEADERSHIP 6: 69-72 (September 1957).

87.
Morehouse, Ralph E. "A Study of Role Perception and Performances Among Agricultural Extension Personnel in Nova Scotia". Unpublished M.S.A. thesis, University of British Columbia, 1968.

The roles of agricultural extension workers are examined and an attempt made to identify the various activities of the workers, to find out who determines their programs, and whether they are meeting their objectives. Agricultural representatives and subject matter specialists base their programs on needs they and groups of farmers identify, while home economics representatives tend to determine their own programs. The agricultural representatives want to plan programs based on needs in their area: the subject matter specialists favor province-wide programs. These representatives and specialists deal mainly with high-income farmers, and rate inservice training above further education; the home economists with low-income farmers and non-farm groups rate inservice training and further education equally. The favorable aspects of the

job are seen as: job security, freedom in program planning, job satisfaction, and prestige. Administration policies, night meetings, and lack of opportunity to specialize, appear on the debit side. The workers want to change their role performance and to increase their activities in public relations, program evaluation, and program planning. They view farm visits, individual attention, and demonstrations as the most effective methods of communication; and commercial sources, newspapers, telephone calls, and circular letters as the least effective.

88.
NAPSAE. REPORT, PROFESSIONAL DEVELOPMENT COMMITTEE. Washington: National Association for Public School Adult Education, 1969.

89.
National University Extension Association. THE NATIONAL ADULT BASIC EDUCATION TEACHER TRAINER PROGRAM. Silver Spring, Md.: National University Extension Association, 1966. EDRS Order Number ED 022 996 Price MF $0.50 HC $3.35

The National University Extension Association was planning to conduct nine regional training institutes of four weeks each during August, 1966, for 1,060 teacher trainers in adult basic education programs. The institutes were to be operated under Title II B of the Economic Opportunity Act. In this first progress report, information is provided on program objectives, administration, participating universities, problems, and future plans for evaluation and follow-up study. The proposal, grant terms, and conditions for the national training program are included in the appendix. A map shows the nine regions where participating universities are located. Also included are the core curriculum for the program, a suggested four-week schedule, practicum design, and design of syllabus.

90.
Nichols, William M. and Edmund deS. Brunner. "Composition of AEA's Membership". ADULT EDUCATION 9: 211-221 (Summer, 1959).

91.
Oregon State University. DEVELOPMENT OF A GRADUATE TEACHER EDUCATION PROGRAM IN ADULT EDUCATION. Corvallis: Oregon State University,1969.

This is a progress report on the development of a graduate teacher education program for adult education at Oregon State Univ.(Corvallis) briefly setting forth the procedures by which the feasibility of establishing such a program were explored, the problems encountered, and the provisional results.

92.
Price, Randel K. "An Analysis of Educational Needs of Arkansas Extension Agents". Unpublished Ph.D. dissertation, University of Wisconsin, 1960. University Microfilms #60-1015 MF$2.60 Xerography $9.00

A 113-item questionnaire completed by 233 county agricultural extension agents supplied data for a study of educational interests in competency areas of--understanding social systems, program planning and development, understanding human development, extension organization and administration, the educational process, communications, effective thinking, research and evaluation, and technical knowledge. Data were analyzed for tenure groupings, classifications by job responsiblities, and agent evaluation records. Competencies considered important by more than 80% were abilities to analyze the county situation, to develop one's own leadership abilities, to identify leadership in the county, to organize effective program planning committees, to involve lay people in program development, to develop a long-term extension program, to identify problems and their priorities, to conduct effective farm and home visits, to use teaching methods effectively, and an understanding of the duties and responsibilities of the extension agent at the county level.

93.
Richert, Marlys R. "What Research Shows About Training Needs" in: TRAINING EXTENSION WORKERS FOR THE FUTURE. Stillwater: Cooperative Extension Service, Oklahoma State University, 1962. pp. 62-73.

94.
Robinson, C. O. "The Educational and Experimental Backgrounds of Adult Educators in the Mountain - Plains Region". Unpublished Ed.D. dissertation, University of Wyoming, 1961.

95.
Robinson, C. O. "Criteria For the Education of Adult Educators". ADULT EDUCATION 12: 243-245 (Summer 1962).

96.
Rowden, Dorothy. "Training Leaders for Adult Groups" in: HANDBOOK OF ADULT EDUCATION IN THE UNITED STATES. Edited by Dorothy Rowden. New York: American Association for Adult Education, 1934.pp.233-237.

97.
Rowden, Dorothy. "Courses in Adult Education". in: HANDBOOK OF ADULT EDUCATION IN THE UNITED STATES. Edited by Dorothy Rowden. New York: American Association for Adult Education, 1934. pp.54-57.

98.
Saffen, Joseph. "Training of Non-Professionals in Adult Education" Unpublished Ph.D. dissertation, University of Chicago, 1960.

99.
Scates, Alice Y. "Professional Preparation for Educators of Adults: A Survey of the States and Content of Graduate Programs in Adult Education". Unpublished Ed.D. dissertation, George Washington University, 1963.

100.
Scientific Resources Inc. TRAINING PROGRAM OF COMMUNITY AIDES FOR ADULT EDUCATION IN ELIZABETH, NEW JERSEY. Union, N.J.: Scientific Resources, Inc. 1966.

In Elizabeth, N.J., where the socially disadvantaged live in high density housing, Scientific Resources Inc. recruited and trained eight indigenous people to serve as adult educational aides in a six-month project designed for the New Jersey Community Action Training Institute. Six aides, aged from 18 to 48 with ninth grade to college education, completed the training and four were immediately employed in poverty programs. The training program included field work, T group sensitivity training, clerical skills training, and creativity training based on theater arts, and a community newspaper. Although problems were encountered, the program illustrates that the disadvantaged, when trained, are an excellent untapped source of poverty personnel. Future programs should locate training centers in store fronts, involve professionals and nonprofessionals to joint training seminars , pay higher stipends to aides, be flexible to use all community agencies, and carry on continuous evaluation. Appendixes include an attendance chart, present employment status of aides, and the training syllabus.

101.
Sharples, Brian. "A Survey of the Functions and Responsibilities of the Director of Adult Education in the Public School System". Unpublished M.Ed. thesis, University of Calgary, 1969.

The purpose of this study was to survey and anlyze biographical data of the directors of adult education in Canadian public school systems, and the perceptions held by directors and superintendents across Canada of the goals of adult education and the functions of directors of adult education. The analysis consisted primarily of determining the effects of certain variables on the views of the directors, namely: the type of director, his training in adult education, administrative experience in adult education and geographic location. The data were obtained by questionnaire. The biographical section revealed that many directors were relatively new to the position, previously employed in some other capacity by the same school board, and generally without training in adult education. There was a lack of strong agreement on goals. In broad terms, the data suggest that directors perceive their primary responsibilities to be with the internal duties of the adult program rather than the work required outside the schools such as public relations.

102.
Spence, John A. OPPORTUNITIES FOR PROFESSIONAL TRAINING IN ADULT EDUCATION. Columbus: Bureau of Special and Adult Education, Ohio State University, 1953.

103.
Stanius, Vida. "Individual Study as a Learning Design in Adult Education Graduate Programs". A paper presented to the Commission of the Professors of Adult Education, 1968.

104.
Stensland, Carol. "Training Needs and Opportunities of Field Workers in Continuing Education in Rural Canada". A report to the Standing Committee on Rural Extension, Canadian Association for Adult Education (April 20, 1960).

105.
Svenson, Elvin V. "A Study of Professional Preparation Programs for Leaders in Adult Education Offered by Schools of Education". Unpublished Ed.D. dissertation, University of California, Los Angeles, 1954.

106.
Svenson, Elvin V. "A Review of Professional Preparation Programs". ADULT EDUCATION 6: 162-166 (Spring, 1956).

107.
Swanson, Harold B. and G. L. Carter Jr. WHAT MOTIVATES EDUCATORS TO IMPROVE? St. Paul: Minnesota Agricultural Experiment Station, 1967.

108.
Swanson, Harold B. and G. L. Carter Jr. "What Motivates Educators to Improve?" MINNESOTA SCIENCE 23: 10-12 (March, 1967).

A study was conducted at the University of Wisconsin to determine factors motivating Minnesota county agricultural extension agents toward professional improvement through graduate work and on the job efforts. One questionnaire was mailed and one administered in a group situation. All Minnesota agents but 2 participated. Forty percent had worked toward or earned an M.S. degree, and the same percent were highly motivated to do additional graduate work. Seventy-five percent were highly motivated to improve themselves professionally by other means. As factors motivating them toward professional improvement, agents perceived local groups, improved income, promotion, self-satisfaction, and desire to provide better service. Discouraging factors were local and family opposition to the time involved, difficulties in getting away from their jobs, schooling costs, interruption of the job, need for help in work, and pressure of time. The study shows that communities need to (1) accept the idea that educators must continually improve their competency, (2) recognize the costs to the educator of keeping up to data, and (3) encourage the educator to develop professionally through acceptance and assurance that development will be rewarded.

109.
Thomas, Alan. "The Making of a Professional" in: LEARNING AND SOCIETY. Edited by J.R. Kidd. Toronto: Canadian Association for Adult Education, 1963. pp. 336-344.

110.
Tough, Allan. "Adult Education as a Field of Study in Canada". CONTINUOUS LEARNING 7: 4-14 (January-February, 1968).

A survey was made in 1966 of Canadian University Courses and Programs in adult education and related fields, and of their origins, development, and current status. Two universities--British Columbia and Toronto--provided doctoral programs in adult education. British Columbia, Saskatchewan, and Toronto had master's students majoring in adult or continuing education, and British Columbia and Guelph had master's students in extension education. McGill had a master's and a doctoral program in the anthropology of development. Alberta, Manitoba, Sir

George Williams, and Laval were either considering or planning a master's program in adult education, community development, or a closely related field. British Columbia, Saskatchewan, Guelph, and St. Francis Xavier had certificate or diploma programs, and Sir George Williams had an undergraduate program. Single courses in adult education were being offered by Laval, Manitoba and Ottawa. Ten doctoral students, 122 master's students, 250 diploma and certificate students, and 50 undergraduate students were reported. A need was seen for further surveys and reports.

111.
Tough, Allan. "Objectives and Activities" A paper presented to the Commission of the Professors of Adult Education, 1968.

112.
Townsend Coles, E.K. UNIVERSITIES AND ADULT EDUCATION RESEARCH AND TRAINING: A SURVEY. International Congress of University Adult Education Second World Conference, Montreal, 1970.

113.
Veri, Clive. Organizational Patterns of Programs at Universities in the United States Which Offer a Doctoral Degree in Adult Education. Lincoln: Nebraska University, 1967. EDRS Order Number ED 014 028 Price MF $0.25 HC $ 1.50.

To survey the organizational patterns of graduate adult education programs, a questionnaire was mailed to the 19 universities in the United States offering adult education doctoral degrees, requesting names, titles, faculty academic interests, program organizational charts, plans for expansion, and graduate student load. There was a 94.4 percent return. All doctoral programs were affiliated with a university, 11.8 percent in separate departments, 17.6 percent conjoined with other areas of education, and 41.2 percent operating within departments of education, Respondents indicated that few organizational changes were planned within the next three years. Official titles of programs were too varied to privide a cluster for analysis. There averaged three and one-half faculty members per program with 18 advisees (11 doctoral candidates and seven master's) for each. Faculty members devoted 52 percent of their time to teaching, 21 percent to administration, and 27 percent to research. Their academic backgrounds included 49.3 percent in adult education, 11.6 percent in administration, 10.2 percent in sociology, and 7.3 percent in higher education. By 1968 approximately 80 percent of the full-time staff of adult education programs will be adult education majors. (Document includes questionnaire, covering and follow-up letters, and charts of program organizational patterns.)

114.
Verner, Coolie. "Definition of Terms". Chapter 2 in: ADULT EDUCATION: OUTLINES OF AN EMERGING FIELD OF UNIVERSITY STUDY. Edited by Gale Jensen, A.A. Liveright, and Wilbur Hallenbeck. Washington: Adult Education Association, 1964. pp.27-39.

This chapter explains the need for a definition of terms in adult education, and defines the following terms--adult, learning, education, adult education, and program. It also explains the objectives, the three fold processes of methods, techniques, and devices, the educational agent, and evaluation in adult education.

115.
Verner, Coolie. "A Working Paper Submitted to the Professors of Adult Education". 1954. Unpublished.

116.
Whipple, James B. "University Training for Adult Educators". ADULT EDUCATION 8: 93-97 (Winter, 1958).

117.
White, Thurman. "Some Common Interests of Adult Education Leaders". ADULT EDUCATION 6: 155-162 (Spring, 1956).

118.
Worcester, D.A. A REPORT ON THE PROGRAMS OF GRADUATE EDUCATION, RESEARCH, AND EVALUATION IN THE FIELD OF ADULT EDUCATION AT THE UNIVERSITY OF NEBRASKA, 1960-1967. Lincoln: University of Nebraska, 1967. EDRS Order Number ED 012 416 Price MF $0.25 HC $1.90.

In 1960, the University of Nebraska set up an interdisciplinary graduate program for adult educators and a program for evaluating the new Center for Continuing Education and for coordinating research relative to the Great Plains region. The project was funded by the Kellogg Foundation. Directed by Dr. Alan Knox, with the cooperation of the Departments of Sociology, Educational Administration, and Educational Psychology and Measurements, the program led to an M.A. or Ph.D. degree. New courses were created by each department and certain noncredit activities were provided, such as staff seminars, abstracts of research, and conferences. Internships at the Center carrying a stipend up to $4,200 were provided and other financial aid was available. The program was considered effective, in general, but a need was felt for

a permanent, autonomous department, with a larger staff, a more flexible program with direct orientation toward adult education, a clarification of the internship program, and a reconsideration of degrees offered. The Office of Adult Education Research activities were many, imaginative, and thorough, but unfortunately the OAER closed in June, 1967, with the cessation of foundation funding (The document includes lists of OAER projects completed and in progress, research grants, and publications by Center personnel.)

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